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ABSTRACT

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the health module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the health module is "to insure good mental and physical health for the individual and the family." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: basic medical and physiological terminology; basic health needs and safety measures; available medical and health services; child care practices; preventive care and health maintenance; interaction of self and promotion of effective coping skills; emergency first aid; health and medical insurance; and proper diet and meal planning. (An 18-page bibliography lists additional resources.) (EA)

ED109356

CAREER EDUCATION FOR ADULTS

APR 21 1976

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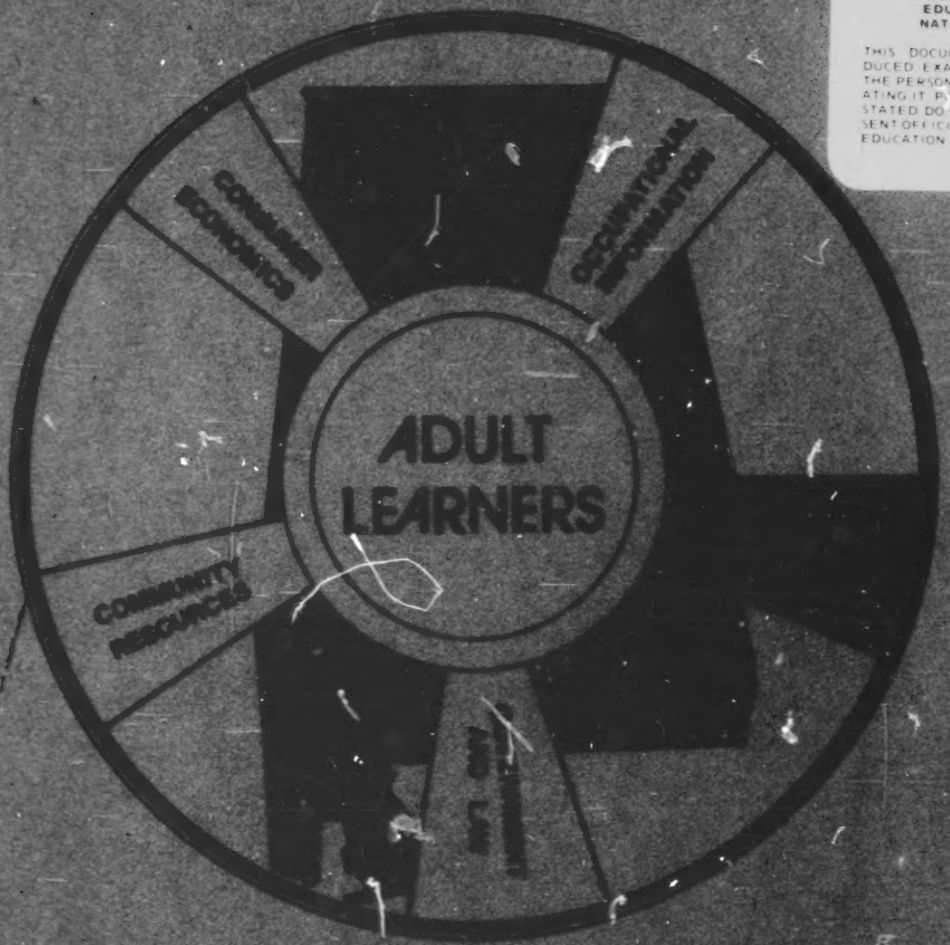

BASED ON ADULT PERFORMANCE LEVEL STUDIES

APL Tasks and Instructional Modules

CE004136

A Cooperative Effort of
Auburn University
Vocational and Adult Education Department
Harry E. Frank, Project Director
and
Alabama State Department of Education
Adult Basic Education Division
Norman G. Parker, Coordinator

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FOREWORD

Auburn University conducted the first Institute in Alabama devoted to career education for adults. This Institute was held during the weeks of August 6 through 17, 1973, and sixty participants from all areas of the State were involved. It was recognized at the outset that adults are often confronted with many problems requiring the application of knowledge and skills for adequate solutions. It was further recognized that basic educational offerings must be oriented strongly toward helping adult learners to acquire the needed knowledge and skills for adequacy in problem solution if such offerings were to be made relevant to needs. For these reasons, the Institute was designed in keeping with the findings of the Adult Performance Level Study conducted at the University of Texas, and the major purpose of the Institute was that of producing teaching approaches in a modular form utilizing the findings of the study. Thus, the tasks identified as being important to adults in the Texas study became the basis for the instructional modules developed by the Institute participants.

The nationally oriented Adult Performance Level Study defined a general areas of needs for effective livelihood in American society. In the structure, an instructional goal was stated for each general knowledge area, a set of performance objectives was stated that would allow for the attainment of the instructional goal, and each performance objective was followed by a series of learning tasks (enabling objectives) designed to help the learner attain the competencies required. Each task was presented in terms of teacher activities, learner activities, and resources required

so that an adult education instructor might employ the task modules in the most efficient and meaningful process.

The book was made available to many adult educators throughout the State of Alabama and across the nation. Evaluative and other feedback materials were provided, reciprocally, in order to determine any necessary changes. Therefore, a thorough "field testing" was carried out during the period of September, 1973 through May, 1974 to check out and determine the feasibility and applicability of each major task at the varying adult performance levels.

During the same period, the performance level study conducted by Dr. Norrell Northcutt of Texas and associates revised the original tasks. The final outcome of that study reduced the general knowledge areas to five and revised the performance objectives and tasks accordingly. The information from this facet of the study provided a new impetus for further development of the approach employed in the first book, and as a result, the Adult Education Department of Auburn University received a grant from the Alabama State Department of Education, Adult Basic Education and U.S.O.E. to fund an Institute and follow-up with the purpose being that of a major revision in terms of the newly defined knowledge areas, performance objectives, and tasks and implementation of adult education curriculum based upon the revised modules.

The Summer Institute, made possible by this grant, was held at Auburn University on August 12-16, 1974. The Institute participants, most of whom were experienced in using the modules, were divided into five

groups, with each group being responsible for one of the general knowledge areas defined. The purpose of each group was to revise the book in keeping with the new structure in terms of knowledge areas, performance objectives, and tasks. In many instances, it was possible to place task modules from the earlier publication under the new performance objectives, while in others, the participants had to create new modules as required by the new structure. Additionally, it was decided that five books would be produced, each one representing a specific knowledge area as shown in the diagram below.

GENERAL KNOWLEDGE AREAS

	Occupational Knowledge	Consumer Economics	Health	Community Resources	Government and Law
Basic Skills	Communication skills				
	Problem solving techniques				
	Interpersonal relationships				

The performance objectives for each knowledge area were adopted from the new data of the Adult Performance Level Study, and the tasks (enabling objectives) were adaptations of the ones produced by the new data. Finally, it should be noted that some tasks were considered to be above that which would be acceptable to some adult groups; therefore,

such tasks were included as a separate section entitled "Advanced Tasks" so that instructors might choose from them if appropriate for particular groups.

EVALUATION OF ADULT PERFORMANCE LEVEL MODULES

(By Participants in the 1974 Adult Basic Education Institute, Auburn University)

NAME _____ POSITION: Instructor _____
Supervisor _____
Other _____

TASK PREFIX LETTERS & NUMBERS: (Example: OK-25) _____

Number of learners in each level: Level 1 _____
Level 2 _____
GED _____

Amount of Instruction time for this module _____.

BASIS FOR MODULE SELECTION

(Why did you select this module for use in an Adult Education class?)

INSTRUCTIONS: Show the method(s) which were used in the selection of this module by checking only one blank under each of the following items.

(1) Instructor's perception of the need for the selected module.

High _____
Low _____
None _____

(2) Supervisor's influence in selecting this module.

High _____
Low _____
None _____

(3) Learner's perception of need for the selected module as expressed through individual means. (Ex.: through the use of tests, conversation, observation, case-study, etc.).

High _____
Low _____
None _____

(4) Perception of learner's needs as expressed through group activities. (Ex.: discussion, role playing, observation, case-study, etc.).

High _____
Low _____
None _____

(5) Availability and accessibility of resources (includes resource persons, books, pamphlets, visual aids, materials for constructing instructor-made resources, etc.).

High _____
Low _____
None _____

(6) Critical Incident - To what extent did your learners experience a sudden and important real-life need?

High _____
Low _____
None _____

********** ***

ESTIMATION OF THE MODULE AS A LEARNING EXPERIENCE

Please give your opinion of the efficiency of the modules as a learning experience by checking one blank under each of the following items.

(1) Learner's interest and accomplishments.

High _____
Low _____
None _____

(2) Effectiveness of instructor activities.

High _____
Low _____
None _____

(3) Effectiveness of learner activities.

High _____
Low _____
None _____

(4) Effectiveness of resources.

High _____
Low _____
None _____

Suggestions for improvement of the module: _____

_____

_____

_____

_____

8A

Adult Career Education

HEALTH MODULE

Based on the APL Study

AUBURN UNIVERSITY

Vocational and Adult Education

Cover Designs:
Learning Resources Center
School of Education
Auburn University

HEALTH

INSTRUCTIONAL GOAL: To insure good mental and physical health for the individual and the family.

DESIGNATOR SYSTEM: Those performance objectives related directly to health are designated H and followed by a number. The tasks (enabling objectives) follow the performance objectives with the letter "T" used as the Task designator, then followed by the number for that specific objective. Thus, the designator code H-1, T-1 means Health Objective One, Task One.

CONTENTS:

1. Health performance objective and tasks.
2. Suggested advanced tasks for certain performance objectives.
3. Bibliography of suggested resources not contained in the Resources sections fo the task modules.

HEALTH

H Objective 1. To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

TASKS:

T-1. To associate correct words with pictures of the human body and of various objects related to health maintenance (thermometer, eye dropper, skull and crossbones on poison labels, etc.).

T-2. To be able to report occurrences and symptoms to a pretended doctor.

T-3. To be able to follow directions given by doctor.

T-4. Using words learned in H-1, T-1 to write a personal medical history.

T-5. To develop a medical vocabulary for the expression of feelings of aches, pains, fever, nausea and so forth.

T-6. To be able to read labels on medicines and follow directions given.

H Objective 2. To understand man's need and use of proper clothing and shelter.

TASKS:

T-1 To read available literature on improving, in terms of protection, one's clothing and shelter (weather stripping, etc.).

H Objective 3. To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards related to home and occupational safety.

TASKS:

T-1. To list various home safety measures (tub mats, night lights, care with electrical appliances and fuses, sturdy stepladders, etc.).

T-2. To list safety precautions needed during severe weather conditions (electrical storms, ice, tornadoes, etc.).

T-3. To explain the importance of cleanliness (as a general concept and specifically in relation to aspects such as food preparation, child care, care of wounds, etc.).

T-4. To list some of the fire hazards in the home and car and to explain how best to prevent or deal with them.

T-5. To list what to keep in medicine shelf and in first aid kit.

T-6. To discuss hazards to children and effective preventive measures.

T-7. To list hazards encountered on way to and from work, shopping, etc., and ways of avoiding accidents.

H Objective 4. To know medical and health services available in the community.

TASKS:

T-1. To write lists of medical and health services with phone numbers, addresses and services available.

T-2. To read literature from various kinds of health agencies in the community (e.g., birth control clinics, V. D. prevention and treatment centers, drug and alcohol abuse clinics, etc.).

T-3. To identify commonly used words and signs with pictures or diagrams that describe various areas of health: drugs, alcohol, and tobacco.

T-4. Using a city map, to mark locations of hospitals, medical clinics, nursing homes, drug and alcohol abuse clinics, birth control organizations and other medical and health organizations in the community.

T-5. To read literature on, discuss and list features to look for in a nursing home.

T-6. Given medical or health emergencies (drowning, poisoning, stomachache) and/or natural disasters (tornado, etc.), to locate the proper person, authority or service for contact.

H Objective 5. To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

TASKS:

T-1. To list safety precautions for a child for various kinds of situations including toys, transportation, immunization, storage of dangerous drugs and cleaners, etc.

T-2. To list the physical needs (clothes, food, immunizations) of a growing child.

T-3. To construct a list showing ages at which basic immunizations should occur.

T-4. To locate various child care organizations in a community.

T-5. To list circumstances in which a doctor should be consulted.

T-6. When applicable, to understand proper prenatal care (diet, care in taking drugs, regular medical checks, etc.) and infant care.

H Objective 6. To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

TASKS:

T-1. To list general good and bad habits of health maintenance.

T-2. To read available and applicable literature on physical and mental health maintenance.

T-3. To prepare a list of physical and health attributes which the individual would like to find in others.

T-4. To recognize various abnormal behaviors, and to determine possible courses of action in regard to persons having such abnormal behavior.

H Objective 7. To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

TASKS:

T-1. To read available and applicable literature for the development of effective coping skills and attitudes. To discuss and demonstrate effective behavior and attitudes for coping with given problems or situations (personal and work related).

T-2. To list general adjectives which a learner thinks best describes his attitude toward people in general and his perception of self.

T-3. To understand nature of groups commonly encountered and to describe one's interest in such a group.

H Objective 8. To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

TASKS:

T-1. Using the Red Cross representative to demonstrate and discuss first aid.

T-2. To read a thermometer.

T-3. Using a list of various kinds of accidents or emergencies to check those which should be reported and to write the names of persons or agencies to which the report should be made.

H Objective 9. To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

TASKS:

T-1. Using available hospitalization policies, to understand words relating to various coverages, diseases, treatments, etc., and expenses involved, calculate costs and fees.

T-2. To locate places in the community that provide assistance, including state and federal Medicaid and Medicare programs.

H Objective 10. To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

TASKS:

T-1. Associate commonly used words and signs with pictures and diagrams that describe various areas of health, nutrition, food preparation and measurement.

T-2. Using available literature and resources, to list nutritional requirements.

T-3. To understand methods of food preparation and food preservation.

T-4. Using several recipes from cookbooks, to calculate amounts of ingredients required for numbers of servings varying from those indicated.

T-5. To contact Land Grant College Home Economics Extension Department to arrange for an agent to come into the home to offer health and nutrition planning suggestions based on personal needs and resources.

T-6. To mark the number of calories (using available charts) of foods commonly eaten at home.

T-7. To calculate the number of calories consumed in a recent meal.

T-8. Given a list of food in each basic food group, to rank them in terms of cost.

T-9. To prepare a list of foods which are commonly eaten in the individual's home and using that list to prepare a balanced menu.

T-10. Using index of cookbook to find recipes for foods given by the instructor.

T-11. Use dictionaries to write definitions of unknown words encountered in recipes.

T-12. Using unfamiliar recipe to read and verbally explain the procedure to the instructor and to test it in the home.

T-13. From a group of sample meal plans prepared by the instructor, select the one which is most balanced.

DESIGNATOR: H-1, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-1: To associate correct words with pictures of the human body and of various objects related to health maintenance (thermometer, eye dropper, skull and crossbones or poison labels, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect pictures or diagrams related to health care and maintenance, such as thermometer, skull and crossbones, skull, heart, ribs, eye, lungs.	1. Assist in collecting pictures and diagrams related to health care such as specified by instructor.	1-1 Pamphlets from Health agencies, Community Action Agency. 1-2 Nicoll, James S., Julia C. Foster, and William B. Bolton. YOUR HEALTH - TODAY AND TOMORROW. Atlanta: Laidlaw Brothers, Inc., 1960. 1-3 Miller, Benjanim F., Edward B. Rosenberg, and Benjamin L. Stackowski. INVESTIGATING YOUR HEALTH. Boston: Houghton Mifflin Company, 1971. Glossary - pages 540-548.
2-1 Lead class discussion on collected pictures and diagrams. 2-2 Use flash cards and games such as bingo to help learners correctly identify health words with pictures or diagrams.	2-1 Participate in class discussion associating the written words with pictures and diagrams. Copy list of words. 2-2 Identify health words as related to pictures and diagrams.	2. Instructor-made flash cards or bingo game.

H-1, T-1 continued.

3. Explore possibilities for field trips to health facilities.	3-1 Decide as a group which health facilities to visit. 3-2 During field trip, list terms previously discussed in class.	3. Local health facilities - hospitals, clinics, nursing homes.
4. Lead discussion of observations from field trip.	4. Discuss learning experiences gained from field trip (orally or written).	4. Refer to all resources previously made available.
5. Obtain filmstrip and transparencies relevant to health care and maintenance.	5. Identify terms, pictures and/or diagrams related to health care and maintenance.	5. Films -- Board of Education, local library, health facilities, AMA, American Cancer Association. Instructor-made transparencies.

DESIGNATOR: H-1, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicines, etc.

ENABLING OBJECTIVE T-2: To be able to report occurrences and symptoms to a pretend doctor.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain literature describing various diseases and their symptoms.	1. Read literature on diseases and their symptoms and discuss with class members.	1-1 Pamphlets from local Health Department or from individual agencies such as American Cancer Association. 1-2 Briney, Kenneth. CARDIOVASCULAR DISEASE: A MATTER OF PREVENTION. Belmont, California: Wadsworth Publishing Co., 1970. 1-3 Moore, George E. THE CANCEROUS DISEASES. Belmont, California: Wadsworth Publishing Co., 1970.
2. Obtain filmstrips concerning diseases and their symptoms.	2. View films on diseases and discuss symptoms with class member. Relate personal experiences and symptoms of which people need to be aware.	2-1 Creative Visuals, Gamco Industries, Incorporated, Box 1911, Big Springs, Texas. 2-2 Cathedral Films, % QED Productions, Burbank, California 91505.
3. Divide learners into small groups for purpose of role-play activities.	3. In small groups, role play situations of reporting symptoms of illness to a doctor.	3. ----------

DESIGNATOR: H-1, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-3: To be able to follow directions given by a doctor.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead discussion of importance of following any directions exactly. Stress importance of listening carefully to directions and asking questions if directions are not understood.	1. Participate in discussion of importance of following directions exactly.	1. Instructor-made list on prescribed medical directions.
2. Ask learners to list considerations in taking any medicine. Example: amount of dosage, time period between doses, medication prescribed for you - not for someone else.	2. List things to consider when taking medicine.	2. Learner-made list.
3. Invite local doctor to discuss importance of following directions.	3. Participate in discussion with doctor the special importance of following a doctor's directions.	3. Local doctor.

DESIGNATOR: H-1, T-4 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-4: Using words learned in H-1, T-1 to write a personal medical history.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Explain parts of the body and how they work in conjunction to other parts.	1. Think about the location and movements of each part of the body.	1. Thackston, John A., Ph.D. and William T. Newsom, M.D. PROTECTING OUR HEALTH. Atlanta: The Economy Company, 1965.
2. Formulate groups of sentences describing the function of the human body and leave out main words learned from H-1, T-1.	2. Study words one needs to know about bodily functions and fill in words to complete instructor-made sentences.	2. List of words from H-1, T-1.
3. Prepare a health checklist and explain to learners how to use the checklist to know about their health.	3. Fill out checklists and seek answers as to the best ways to care for their health.	3. Udvari, Stephen S. and Janet Laible. HEALTH, SAFETY, AND SANITATION. Austin: Steck-Vaughn Company, 1973. pp. 65-80.
4. Alert learners to the existence of various health agencies. Emphasize the need for everyone's interest and help for insuring better health for all.	4. Determine the types of health programs available and the types of medical tests performed by the various agencies.	4. Miller, Benjamin F., Edward B. Rosenberg, and Benjamin L. Stackowski: INVESTIGATING YOUR HEALTH. Boston: Houghton Mifflin Company, 1971. Chapters 21-25.

H-1, T-4 continued.

5. Procure copies of health record forms; prepare transparency of a form and discuss with learners the importance and accessibility of personal health records.	5. Recognize and participate in discussing the importance of keeping up-to-date health records.	5-1 See H-1, T-4, #1. 5-2 Health records for local clinics and instructor-made transparency.
6. Assist learners in filling out individual health records.	6. Each learner must undertake filling out a health record as best one can and/or know where such a record is being maintained.	6. Refer to all resources listed for H-1, T-4.

DESIGNATOR: H-1, T-5 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-5: To develop a medical vocabulary for the expression of feelings of aches, pains, fever, nausea and so forth.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Explain the need for learners to respect modes of behavior that do not conform to their own.	1. Recognize acceptable ways to adjust to one's abilities and limitations and how a healthy personality develops throughout life.	1. Miller, Benjamin F., Edward B. Rosenberg, and Benjamin L. Stackowski. INVESTIGATING YOUR HEALTH. Boston: Houghton Mifflin Company, 1971. Chapter 9, pp. 194-211.
2. Explain emotional maladjustments and how emotional problems can cause physical illness.	2. Learners become aware and alert to the fact that the body reacts physically to mental tensions, frustrations, and everyday pressures.	2. See above titled resource, Chapter 10 "The Troubled Personality," pp. 213-247.
3. Form learners into small groups and have them discuss their feelings and various aspects of human personality.	3. Learners to participate in group discussions and describe their experiences and how they feel about their health in relation to others.	3. See Unit Three of the above titled resource; pp. 192-229.

DESIGNATOR: H-1, T-6 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-6: To be able to read labels on medicine and follow directions given.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect labels from medicine bottles to use in class.	1-1 Assist in the collection of relevant material and then discuss these labels paying special attention to amount of dosage, time between dosages and the recommended amount of medicine to take before consulting physician. 1-2 Pay attention to instructions given on labels with respect to the antidotes printed on labels.	1. Medicine bottles, Special Action Office For Drug Abuse Prevention, Washington, D. C. 20506.
2. Contact local physicians, nurses, and pharmacists to use as resource persons.	2. Ask resource persons relevant questions as to what effects can be incurred by the misuse of medicines.	2. Physicians, nurses, and/or pharmacists.
3. Write Special Action Office For Drug Abuse Prevention to obtain useful material.	3. Read literature on prevention of drug abuse and discuss some of the problems arising from the drug habit.	3-1 Transparencies, filmstrips and slide projectors, Cathedral Films, % QED Productions, Burbank, California 91505. 3-2 Ealing Film Loops, % CCM, 1945 Hoover Court, Birmingham, Alabama 35226.

H-1, T-6 continued.

3-3 Miller, Benjamin F., Edward B. Rosenberg, and Benjamin L. Stackowski. INVESTIGATING YOUR HEALTH. Boston: Houghton Mifflin Company, 1971. Chapter 14 "The Drug Habit." pp. 285-303.

DESIGNATOR: H-2, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-2: To understand man's need and use of proper clothing and shelter.

ENABLING OBJECTIVE T-3: To read available literature on improving, in terms of protection, one's clothing and shelter (weather stripping, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect clothing catalogs from companies in order to make best selection of clothing.	1. Discuss clothing in various catalogs in order to be able to select the best types available for seasonal usages.	1. Sears Catalog, Speigel Catalog, etc.
2. Invite resource persons from Public Housing Board in order to inform the students of their services concerning various types of homes available for rent and for purchase.	2. Participate in discussion relative to public housing.	2. Pamphlet from Public Housing Boards.
3. Collect material from Building and Construction Companies on weather stripping.	3. Read and discuss pamphlets on weather stripping and insulation for homes.	3. Pamphlets from local building and construction companies.

DESIGNATOR: H-3, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards related to home and occupational safety.

ENABLING OBJECTIVE T-1: To list various home safety measures (tub mats, night lights, care with electrical appliances and fuses, sturdy step-ladder, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect pamphlet, pictures, and magazine on home safety.	1. Discuss material on home safety such as tub mats, night lights, care with electrical appliances, doormats, sturdy ladders.	1. Media Center (Local School Board) Fire department, medical centers, Power Company. "Your Family Safety." Metropolitan Life Insurance Co., 1957.
2. Have learners to make lists of home safety measures for presentation in class.	2. Present list in class for discussion on home safety.	2. Learner-made lists.
3. Prepare for discussion on accident prevention and how safety is everyone's responsibility.	3. Learners to discuss how to follow safety rules to correct safety hazards and to be aware of what should be done in an emergency.	3. Miller, Benjamin F., Edward B. Rosenberg, and Benjamin L. Stackowski: INVESTIGATING YOUR HEALTH. Boston: Houghton-Mifflin Company, 1971. Chapter 19, "Accident Prevention," pp. 391-409.

DESIGNATOR: H-3, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environment hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-2: To list safety precautions needed during severe weather conditions (electrical storms, ice, tornadoes, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect material on local weather conditions for immediate area concerning extreme weather conditions.	1. Discuss extreme weather conditions in local area which would include safety precautions that should be taken during watches for these weather conditions.	1. Information from local weather station, local radio station, Red Cross, Civil Defense, news media.
2. Invite local weather reporters, Red Cross representatives, to give lecture and demonstrations on safety precautions that should be taken during these extreme weather conditions.	2. Participate in demonstrations relative to safety precautions that should be taken during extreme weather conditions.	2. Resource person from weather bureau or Red Cross.
3. Have students to list fallout shelters and their locations for extreme weather conditions in local community and surrounding areas.	3. List fallout shelter locations in the community and surrounding communities and the approximate time one should move to these fallout shelters.	3. Learner-made list.

DESIGNATOR: H-3, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-3: To explain the importance of cleanliness (as a general concept and specifically in relation to aspects such as food preparation, child care, care of wounds, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Make or obtain posters related to cleanliness.	1. View and discuss posters and the importance of cleanliness in general.	1. Posters: "Health and Cleanli ss," Elgin, Illinois: David C. Cook Publishing Company.
2. Obtain pamphlets related to cleanliness, especially dealing with food preparation, child care, and care of wounds.	2. In small groups read and discuss pamphlets.	2. Pamphlets: Local health agencies, County Extension Office, Red Cross.
3. Ask learners to relate their personal views on importance of cleanliness. Be sure that idea of preventing spread of contagious disease is mentioned.	3. Relate personal views on importance of cleanliness.	3. Refer to individual personal choice of references.

DESIGNATOR: H-3, T-4 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards, relate to home and occupational safety.

ENABLING OBJECTIVE T-4: To list some of the fire hazards in the home and car and to explain how best to prevent or deal with them.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. List things that keep a fire burning.	1. Discuss the three major things that keep a fire burning which are fuel, air and heat.	1. Health, Safety, and Sanitation Steck-Vaughn Company, Austin, Texas.
2. Collect pamphlets on safety measures that should be observed in the home and in automobiles to best prevent or deal with fire hazards. If possible, invite resource person from fire department to discuss the facts.	2. Discuss fire hazards in the home and in automobiles. The discussion will include the following: a. wooden matches around small children. b. careless use of matches and cigarettes in the home and in automobiles. c. teach family members the danger of being careless with fire. d. clean up cluttered area. e. remove all rubbish and trash from storage area.	2. Chamber of Commerce, local fire departmemt. Resource person from fire department.
3. Aid learners in listing fire hazards which have been discussed in class.	3. List fire hazards already discussed in class.	3. Learner-made lists.

DESIGNATOR: H-3, T-5

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-5: To list what to keep in medicine shelf and in first aid kit.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. List on the board types of medicine that may be kept on the shelf and in first aid kit.	1. Discuss types of medicines that should be kept on the shelf and in first aid kit. They would include some of the following: a. Aspirin b. Bandaids c. Gauze d. Mild soap e. Small sissors f. Table salt and baking soda g. Flash light h. Book of matches i. Thermometer j. Safety pins	1-1 HEALTH, SAFETY, AND SANITATION. Steck-Vaughn Company, Austin, Texas. 1-2 PROTECTION OUR HEALTH. T. J. Newson, The Economy C. Education Publishing, 1965.
2. Add to list as learners make suggestions.	2. Add to list made by instructor and copy final list for personal usage.	2. Instructor/learner-made list.

DESIGNATOR: H-3, T-6 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-6: To discuss hazards to children and effective preventive measures.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain pamphlets relating to child safety.	1. Read pamphlets and discuss how the information is relevant to one's family.	1. Pamphlets: Health Department Extension Office. "Your Family Safety." Metropolitan Life Insurance Co., 1957. PROTECTING OUR HEALTH. The Economy Company, Atlanta, Georgia.
2. Form list of hazards to children and preventive measures with help from class.	2. Suggest hazards to children (ex. crossing streets, riding bicycles, taking medicines, poisons in the home) and preventive measures as instructor writes these on the board; then, copy the list for personal references.	2. Instructor/learner list.

DESIGNATOR: H-3, T-8 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-7: To list hazards encountered on way to and from work, shopping, etc. and ways of avoiding accidents.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Define term "hazard" and guide discussion.	1. Listen to explanation of "hazard" and discuss the term.	1. Dictionary.
2. Supply blank sheets of paper with words, "Community Hazards," at the top.	2. Working in small groups list all known potential community hazards (blind corners, open pools, open junk yards, condemned houses, etc.)	2. Knowledge of learners gained from observing community conditions, from personal experiences, from reading news articles about local conditions.
3. Invite a city official to talk with learners about local hazards; what precautions can be taken in each area.	3. Listen to and question local official.	3-1 Mayor or other official. 3-2 City Council or Road Commissioner.
4. Instruct learners to list community hazards and precautions.	4. In group discussion list community hazards and precausions to be taken in each area.	4-1 "Your Community Could Have a Disaster," American Red Cross, Washington, D. C. 4-2 Resource persons in 3-1 and 3-2. 4-3 Ideas secured in group discussion from other learners.

DESIGNATOR: H-4, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-1: To write lists of medical and health services with phone numbers, addresses and services available.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Contact health department, Rehabilitation Center, and local doctor to ask for information regarding medical and health services available. Obtain pamphlets, if possible.	1. Read pamphlets and prepare to participate in class discussion.	1. Pamphlets from health department and Rehabilitation Center.
2. Lead discussion of sources of medical and health services available.	2. Participate in discussion with instructor concerning sources of medical and health services.	2. Pamphlets from Health Department and Rehabilitation Center.
3. Ask learners to bring telephone directories to class. Aid learners in locating names, addresses, and phone numbers of sources of medical and health services.	3. Locate in telephone directory names, addresses, and phone numbers of sources of medical and health services.	3. Local telephone directories.
4. Aid learners in writing lists of medical and health services with phone numbers and addresses (as listed in telephone directory) and services available (as learned through class discussion).	4. Write lists of medical and health services, including telephone numbers, addresses and services available.	4. Telephone directory. Pamphlets from Health Department, Rehabilitation and doctors, etc.

DESIGNATOR: H-4, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-2: To read literature from various kinds of health agencies in the community (e.g., birth control clinics, V. D. prevention and treatment centers, drug and alcohol abuse clinics, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain pamphlets, posters, booklets from health agencies.	1. Bring to class pamphlets related to drugs, V. D., alcohol, birth control.	1-1 Pamphlets, booklets and posters from Health Department, Alcoholics Anonymous, etc. 1-2 "Be Informed" Series on drugs and family planning. New Readers Press, Box 131, Syracuse, New York 13210. 1-3 Pamphlets from - Special Action Office for Drug Abuse Prevention, P. O. Box 1100, Washington, D. C. 20008. 1-4 Williams, Elizabeth, VENEREAL DISEASE, Pendulum Press, 1969, New Haven, Conn. 1-5 IT'S YOUR DECISION: YOU AND ALCOHOL. Ramapo House, 1971. (Paperback). 1-6 "A Word to Wives," Ortho-Novum, Family Planning.

H-4, T-2 continued.

2. Divide learners into small groups and ask them to read and discuss information gathered on particular subject.	2. In small groups, read and discuss literature on particular subject such as drugs.	2. Same resources as on previous page.
3. Ask one person from each group to volunteer to report to class on their subject.	3. One learner from each group volunteers to report to class on each specific subject.	3. Same resources as on previous page.

DESIGNATOR: H-4, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-3: Identify commonly used words and signs with pictures or diagrams that describe various areas of health: drugs, alcohol and tobacco.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain for each learner booklet on drugs from Health Department, Insurance Companies, Extension Service.	1. Examine booklet and discuss unfamiliar words.	1-1 Pamphlets from Health Department, Insurance Companies, Extension Service. 1-2 Conant, Roger. DRUGS: FACTS FOR DECISION. Syracuse, New York: New Reader's Press, 1971. 1-3 TO PARENTS/APOUT DRUGS. Metropolitan Life Insurance Company.
2. Make a chart on common drugs. Example: Duplicate blank charts for learners. /	2. Make own chart on common drugs, using instructor-made chart.	2. Instructor-made chart.

Name	Slang	Class	Use	How to Take
Marijuana	Pot	Mood Elevator	None in USA	Smoked

H-4, T-3 continued.

3. Make a chart on word meanings. Example: hallucination, stimulant, etc.	3. Discuss from definition chart all word meanings.	3. Instructor-made chart.
4-1 Obtain pamphlets on alcohol. 4-2 Distribute and discuss with students.	4. Study pamphlets on alcohol so as to be better able to take part in discussion of alcohol.	4. "Are You an Alcoholic," What's in a Drink." Alabama Council on Alcohol Problems, Birmingham, Alabama.
5. Make a chart of words and definitions of alcohol, beverages, alcoholics annonymous, etc.	5. Study chart and discuss words and definitions related to alcohol.	5 Instructor-made chart.
6-1 Provide a chart of different uses of tobacco. 6-2 Discuss various uses of tobacco listed on chart.	6-1 Make individual charts on uses of tobacco. 6-2 Participate in discussion and make a list of words related to tobacco usage.	6-1 Curran, John, M. D. YOU AND SMOKING. New York: Ramapo House. 6-2 Chart of uses of tobacco.
7. Obtain film on drugs, tobacco or alcohol.	7. View film and discuss relevant factors.	7. Film from School Material Center, Red Cross, Life Insurance Company, State Health Department or State Cancer Association.

DESIGNATOR: H-4, T-4

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-4: Using a city map, to mark locations of hospitals, medical clinics, nursing homes, drug and alcohol abuse clinics, birth control organizations and other medical and health organizations in the community.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain city maps from Chamber of Commerce and discuss techniques of map reading.	1. Review maps and study method for reading maps.	1. City maps available free from Chamber of Commerce and county agencies (ex. TARCOG).
2. Help learners to locate names and addresses of local hospitals, clinics, nursing homes, drug and alcohol abuse clinics, birth control organizations in yellow pages of telephone directory.	2. Locate names and addresses of local hospitals, clinics, nursing homes, drug and alcohol abuse clinics; birth control organizations in yellow pages of telephone directory.	2. Local telephone directories.
3. Help learners to locate street names as found in telephone directory on maps.	3. Locate street names in addresses as found in telephone directory on maps.	3. Same resources listed for #1 and 2.
4. Help learners mark approximate locations of hospitals, clinics, etc. on map after locating street names.	4. Mark approximate locations of hospitals, clinics, etc. on map after locating street names.	4. Same resources listed for #1 and 2.

DESIGNATOR: H-4, T-5 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-5: To read literature on, discuss and list features to look for in a nursing home.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain pamphlets from private and state supported nursing homes in local area.	1. Read pamphlets and discuss with the group the good and bad features of each facility. Compare the state-operated homes with the privately operated nursing homes.	1. Pamphlets from nursing homes.
2. Form list on board of features to look for in choosing a nursing home as learners discuss them.	2. Form list of features to look for in choosing a nursing home such as cost, background (length of time in operation), qualifications of administrators and staff, physical appearance of facility, size of rooms, location of nursing home, etc.	2. Learner-made list.

DESIGNATOR: H-4, T-6 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services in the community.

ENABLING OBJECTIVE T-6: Given medical or health emergencies (drowning, poisoning, stomachache) and/or natural disasters (tornado, etc.) to locate the proper person, authority or service for contact.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain pamphlets from emergency help agencies in area.	1. Read pamphlets and discuss in small groups.	1. Pamphlets from local ambulance service and Red Cross.
2. Invite resource person from local ambulance service and Red Cross to discuss services of each and procedure to follow in requesting aid.	2. Ask pertinent questions of resource persons and take notes for later reference.	2. Resource person from local ambulance service and Red Cross.
3. If resource person is not available, lead learners in discussion. Point out negative effects of abusing emergency service by making unnecessary calls. Discuss information to have ready to give when calling for assistance.	3-1 Add to discussion of emergency services by relating personal experiences in contacting agency for help in health or medical emergency. 3-2 List kinds of information which should be given when asking for aid during an emergency.	3. Instructor-made list of kinds of information which should be available to ambulance service or Red Cross during an emergency.

DESIGNATOR: H-5, T-1

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-1: To list safety precautions for a child for various kinds of situations including toys, transportation, immunization, storage of dangerous drugs and cleaners, etc.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Begin discussion of need for safety precautions for children.	1. Participate in discussion of need for safety precautions for children.	1-1 Obtain pamphlets related to child safety to be used for reference. 1-2 HEALTH, SAFETY AND SANITATION: Family Development Series. Austin, Texas; Steck-Vaughn Company, 1973.
2. List on board areas of special precautions for safety of children such as toys, transportation, storage of dangerous drugs and cleaners, and etc. Write precautions to be taken in each area; have class discuss these needs.	2. Discuss precautions to be taken in areas listed by the instructor.	2. ----------

DESIGNATOR: H-5, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-2: To list the physical needs (clothing, food, immunization) of a growing child.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Discuss the importance of proper clothing for different seasons of the year.	1. Collect different fabric samples of fabric and identify the seasons in which the fabric is worn.	1. Fashions furnished for children supplied by local stores and modeled by children of the learners.
2-1 Discuss the importance of a balanced diet. 2-2 Stress the importance of the major food groups. (Proteins, carbohydrates, vitamins, and minerals.) 2-3 Discuss what causes deficiency diseases.	2-1 Keep a list of everything you eat. 2-2 Plan a menu with a balanced diet for every day of the week. (Breakfast, lunch, dinner.) 2-3 List some deficiency diseases. (Scurvy - night blindness - etc.)	2-1 PROTECTING OUR HEALTH. Atlanta: The Economy Company, 1965. 2-2 TAKING CARE OF OURSELVES. Chicago: Follett Publishing Company, 1968. 2-3 County-Home Demonstration Agent.
3-1 Discuss the types of immunizations and innoculations that are given to prevent certain illnesses. 3-2 Diagram and discuss an immunization time table for children from infancy through early teens.	3-1 Make a list of illnesses that can be prevented by innoculations. 3-2 List diseases that children of the learners have had, their ages at that time and the type of immunizations they have had.	3-1 Pamphlets from local health department. 3-2 HEALTH, SAFETY, AND SANITATION. Family Development Series. Austin, Texas: Steck-Vaughn Company, 1973.

DESIGNATOR: H-5, T-3

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child caring practice and procedures for guarding safety of a child and apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-3: To construct a list showing ages at which basic immunizations should occur.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Arrange for Public Health Nurse or Doctor to speak to class about immunizations and ages when they are given.	1. Take notes of information presented by resource person and ask pertinent questions.	1. Public Health Nurse or Doctor.
2-1 Secure and distribute to class pamphlets and health books concerning immunization, boosters, where to go for immunizations. 2-2 Obtain and show films and filmstrips pertaining to immunizations. 2-3 Discuss pamphlets, books and visual materials in order for learners to receive necessary information.	2. Participate in discussion of resource materials on immunization (books, pamphlets, films and filmstrips).	2-1 Byrd, O. E. TODAY'S HEALTH AND PHYSICAL FITNESS. Laidlaw Brothers, 1963. 2-2 "Diptheria." Montgomery, Alabama: Alabama State Board of Health. 2-3 "Memo to Parents about Immunization" Metropolitan Life Insurance Company. 2-4 "Measles Can Be a Killer." Alabama Department of Public Health, 1966. 2-5 "Health Department Services for You." Alabama Department of Public Health. 2-6 Film Catalog. 1973. Madison Co. Health Department, Huntsville, Alabama. Free filmstrips on Health.

H-5, T-3 continued.

		2-7 Filmstrips from County Health Department and local County Extension Agents. 2-8 Check with local life insurance agents for available films and information.
3. Instruct learners to write in chart form, the ages suggested for immunization, where to go for immunization, and the frequency of booster shots. Give assistance where needed.	3. Using list of diseases from H-5, T-2 learner activity 3-2, write, in chart form, the disease, persons, ages suggested for their immunization, and frequency of booster.	3. List of diseases from H-5, T-2 learner activity 3-2 and above resources.
4. Prepare matching list of immunizations and location of centers where immunizations are available.	4. Match immunizations to location of centers where given.	4. Instructor-made matching list.

DESIGNATOR: H-5, T-4 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-4: To locate various child care organizations in a community.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Use telephone directory to locate child care agencies in your community.	1. List child care agencies you are familiar with and the ones your children attend and their locations.	1. Telephone directory.
2. Invite representative from child care agencies to discuss their programs (especially agencies with which learners are unfamiliar).	2. Discuss with resource person locations of child care agencies with which you are unfamiliar.	2. Resource person from local child care agencies.

DESIGNATOR: H-5, T-5 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-5: To list circumstances when a doctor should be consulted.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. As learners give reasons for consulting the doctor, write them on chalk board or transparency.	1. Learners give reasons for which they consult a doctor. Relate personal experiences.	1. Learner's personal experience and knowledge.
2. Secure and distribute pamphlets to learner.	2. Read and underline important facts in pamphlets.	2-1 Kime, Robert E. HEALTH A CONSUMER'S DILEMNA. California: Wadsworth Publishing Co. 2-2 FIRST AID GUIDE. Reader's Digest, 1966 2-3 "Home Health Services in Your Community." (pamphlet #1628) U. S. Government Printing Office, Washington, D. C. 2-4 "When to See or Call Your Physician," American Medical Association. 2-5 "Pain-A Signal." Boston: Grolier Educational Corporation.
3. Secure doctor or representative from the Health Department to conduct an informal session on above topics.	3. Participate in activity with consultant. Ask questions and take notes.	3. Resource person, either local doctor or representative from Health Department.

H-5, T-5 continued.

4. Ask learners to list circumstances under which a doctor should be consulted.	4. Using knowledge gained from resources, list circumstances under which a doctor should be consulted.	4. ----------

DESIGNATOR: H-5, T-6 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-6: When applicable, to understand proper prenatal care (diet, care in taking drugs, regular medical checks, etc.) and infant care.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain information relating to prenatal and infant care.	1. Read and discuss information on prenatal and infant care.	1. Pamphlets from doctors' offices and Health Department.
2. Lead discussion of importance of balanced diet, care in taking drugs and regular medical checks.	2. Discuss diet, care in taking drugs and regular medical checks as part of proper prenatal care.	2-1 HEALTH, SAFETY, AND SANITATION. Family Development Series. Austin, Texas: Steck-Vaughn Company, 1973. 2-2 STUDY LESSONS IN GENERAL SCIENCE - TAKING CARE OF OURSELVES. The Follett Basic Learning Program-Science. Chicago: Follet Publishing Company, 1968.
3. Invite local doctor and/or person from health department to discuss prenatal care and infant care.	3. Ask questions of resource person.	3. Resource person from Health Department and/or local doctor.

DESIGNATOR: H-6, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

ENABLING OBJECTIVE T-1: To list general good and bad habits of health maintenance.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Make list of good health habits and distribute to participants such as having periodic check-ups, importance of balanced diet, good dental habits, rest, exercies, etc.	1. Become familiar with list. Add to list if necessary.	1. Instructor-made list.
2. Discuss importance and benefits of good health habits. Allow for question and answer period.	2. Participate in discussion. Ask questions if necessary.	2. Spitze, Hazel and Patricia H. Rotz. WE ARE WHAT WE EAT. Austin, Texas: Steck-Vaughn Company, 1966.
3. Prepare and distribute list of bad health habits, such as trying to cure yourself with home remedies, becoming overtired, failing to have periodic check-ups, etc.	3. Participate in discussion and ask questions.	3. Instructor-made list.

DESIGNATOR: H-6, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

ENABLING OBJECTIVE T-2: To read available and applicable literature on mental health maintenance.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain for learners, pamphlets, and booklets on mental health.	1. Select and examine and read booklets and pamphlets.	1-1 Pamphlets and booklets from local Mental Health Clinics. 1-2 EPILEPSY: RECOGNITION, CAUSE, DIAGNOSIS, TREATMENTS, Washington, D. C. Epilepsy Foundation of America.
2. Explain and discuss terms that may be unfamiliar to learners, that will be found in the literature they are to read.	2. Make a list of unfamiliar terms.	2. Learner-prepared lists.
3. Allow for question and answer period.	3. Participate in question and answer session if there are questions concerning literature on mental health maintenance.	3. List of questions formulated by learners.

DESIGNATOR: H-6, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

ENABLING OBJECTIVE T-3: To prepare a list of physical and health attributes which the individual would like to find in others.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Instructor displays posters which depict individuals with good physical attributes and discuss with class.	1. Examine display and participate in discussion. List physical and health attributes observed from posters.	1. Posters: "Health and Cleanliness." Elgin, Illinois: David C. Cook Publishing Company.
2-1 Secure filmstrip, "Health and Cleanliness" and show to class. 2-2 Following filmstrip, discuss desirable attributes observed from film.	2. After viewing filmstrip, learners participate in discussion and list their own definitions of desirable physical attributes.	2. Filmstrip: "Health and Cleanliness." Elgin, Illinois: David C. Cook Publishing Company.
3. Give learner work sheet listing good physical attributes. Ask learners to rank them according to most desirable by placing (1) in front of most desirables, etc.	3-1 Learners use work sheet to rank good physical attributes in order of importance perceived by learners themselves. 3-2 Compare results of sheets; learners give reasons for answers. Answers will vary due to individual differences.	3. Instructor-made listing of physical attributes.

DESIGNATOR: H-6, T-4 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

ENABLING OBJECTIVE T-4: To recognize various abnormal behaviors, and to determine possible courses of action in regard to persons having such abnormal behavior.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Discuss and explain what may be considered abnormal behavior.	1. Participate in discussion.	1-1 INVESTIGATING YOUR HEALTH. Atlanta, Georgia: Houghton Mifflin Company, 1971. pp. 192-230. 1-2 Bolton, Foster, Nicoll, YOUR HEALTH TODAY AND TOMORROW. Atlanta, Georgia, Laidlaw Brothers, Inc., 1960. 1-3 Filmstrip: "How to Grow Well and Strong," McGraw-Hill Book Company.
2. Prepare list of "Abnormal signs of Illness."	2. Become familiar with list.	2. Instructor-made lists.
3. Prepare list indicating what steps to take when abnormal behavior occurs.	3. Study list and learn the steps to take when abnormal behavior occurs.	3. Instructor-made lists.

DESIGNATOR: H-7, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-7: To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

ENABLING OBJECTIVE T-1: To read available and applicable literature for the development of effective coping skills and attitudes and to discuss and demonstrate effective behavior and attitudes for coping with given problems or situations (personal and work related).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain pamphlets, bocks, posters related to coping and problem-solving skills - especially those listed in resources.	1. Secure pamphlets and recognize group activities that could affect individuals present and future health.	1-1 Hochbaum, Godfrey M. HEALTH BEHAVIOR. Belmont, California: Wadsworth Publishing Company, 1970. 1-2 HOW SHALL WE LIVE, Jim Handy. Filmstrips, Records, Manuals.
2. Help learners to read and discuss information obtained.	2. Read pamphlets and discuss concepts of health and specific ways to become good group participants.	2-1 HOW ADULTS CAN LEARN MORE - FASTER. The National Association for Public School Adult Education, 1966. 2-2 LIVING RIGHT AT OUR WORK. Jim Handy. Fimstrips, Records, Manuals.
3. List on board problem situations as related by learners.	3. Suggest problem situations to be listed on board.	3. MAN, SOCIETY AND THE WORLD. Scott Graphics Inc., Multi-media Kit.

H-7, T-1 continued.

4. Help learners in role-playing activity to demonstrate ways to cope with or solve the problem as listed on board.	4. Role-play ways to cope with or solve problems as listed on board.	4-1 Udvari, Stephen. BECOMING A MORE EFFECTIVE PERSON. Austin, Texas: Steck-Vaughn Company, 1973. 4-2 ENVIRONMENTAL SURVIVAL SKILLS. Mind, Inc. New York, 1968. 4-3 Other pamphlets obtained from Mental Health Center.

DESIGNATOR: H-7, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-7: To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

ENABLING OBJECTIVE T-2: To list general adjectives which a learner thinks best describes his attitude toward people in general and his perception of self.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Begin discussion of basic nature of man - good or bad.	1. Participate in group discussion of basic nature of man - good or bad.	1. Laing, R. D., H. Phillipson and A. R. Lee. INTER-PERSONAL PERCEPTION. New York: Springer Publishing Company, 1966.
2. Ask learners to list descriptive words concerning their attitudes toward people.	2. List descriptive words concerning your attitudes toward people.	2. Learner-made lists.
3. Lead discussion of any of these lists that learners wish to share.	3. Share list of adjectives with class - as desired.	3. See IPM chart, index to resource #1.
4. Ask learners to list adjectives describing himself. Not to be read in class.	4. List adjectives describing oneself. This does not have to be shared with class, unless you wish to do so.	4. Learner-made lists.

DESIGNATOR: H-7, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-7: To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

ENABLING OBJECTIVE T-3: To understand nature of groups commonly encountered and to describe one's interest in such a group.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Begin discussion of groups with advantages of group work over individual work. (Can accomplish more, diversity of opinion is good, etc.)	1. Work in small groups to discuss advantages of group work.	1-1 Udvari, Stephen. UNDERSTANDING YOURSELF. Austin, Texas: Steck-Vaughn, 1973. 1-2 Udvari, Stephen. COMMUNICATING WITH OTHERS. Austin, Texas: Steck-Vaughn, 1973. 1-3 Udvari, Stephen. WORKING WITH OTHERS. Austin, Texas: Steck-Vaughn, 1973.
2. Begin discussion of different roles of an individual depending on nature of group.	2. Work in small groups to discuss different roles of an individual depending on the nature of group. Give personal examples, such as, leader in family and follower at work.	2. Kemp, C. Gratton. SMALL GROUPS AND SELF-RENEWAL. New York: The Seabury Press, 1971.
3. Lead entire group in affective learning experience. Examples: a. Relaxation exercises such as deep breathing, etc.	3. Participate in affective learning experiences as directed by instructor.	3. Nicoll, James S. YOUR HEALTH: TODAY AND TOMORROW. Atlanta: Laidlaw Brothers, Publishers, 1960 pp. 115-125.

H-7, T-3 continued.

b. ask each member of group to introduce himself and tell about himself and his interests.
c. Ask for response to questions such as "What person in history do you admire most?" "Who in your life has been an inspiration?"

DESIGNATOR: H-8, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE II-8: To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

ENABLING OBJECTIVE T-1: Using a Red Cross representative to demonstrate and discuss first aid.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Make a list of terms and meanings applicable to first aid and emergencies on work sheets, chalk board or transparency.	1. Check for terms on first aid and emergencies.	1. FIRST AID HANDBOOK. Red Cross, Local unit of Red Cross.
2. Make and distribute to class small word cards which contain the following vocabulary: fracture, concussion, bleeding, etc.	2-1 Learner writes his concepts of the meaning of the word. 2-2 Each learner shows his word to group and reads or explains meaning. 2-3 Learner uses vocabulary to compare meaning and present correct definition.	2-1 Vocabulary list made by instructor from Red Cross handbook. 2-2 Small word cards made by instructor.
3. Secure and show filmstrip relating to first aid.	3-1 As learner views filmstrip be aware of terms studied previously from instructor-made vocabulary. 3-2 Discuss and explain terms appearing in filmstrip which were listed in instructor-made vocabulary.	3-1 Media center, library, local Red Cross. 3-2 Filmstrip "First Aid for Bone, Muscle, and Joint Injuries," New York: McGraw-Hill Book Company.
4. Invite as guest speaker a representative from local Red Cross Center to demonstrate and discuss how to administer first aid.	4. Listen to speaker and ask questions.	4. Resource person from Red Cross.

DESIGNATOR: H-8, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-8: To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

ENABLING OBJECTIVE T-2: To read a thermometer.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Make or obtain poster showing a thermometer, special emphasis on scale.	1. Practice reading thermometer using poster.	1. Poster obtained from health agency or instructor-made poster.
2. Point out normal body temperature of 98.6.	2. Bring to class thermometer for purpose of gaining experience in reading actual thermometer by taking temperature of class members.	2-1 HEALTH, SAFETY, AND SANITATION. Family Development Series. Austin, Texas: Steck-Vaughn Company, 1973, p. 70. 2-2 Thermometers.

DESIGNATOR: H-8, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-8. To be able to apply first aid in emergencies and to inform proper authorities of sudden illness, various accidents or natural disasters.

ENABLING OBJECTIVE T-3: Using a list of various kinds of accidents or emergencies, to check those which should be reported and to write the names of persons or agencies to which the report should be made.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure and distribute list of various kinds of accidents or emergencies such as drowning, fire and burns, poisoning, convulsions, or excessive bleeding.	1. With aid of instructor check those accidents and emergencies that should be reported.	1-1 Nicoll, James, YOUR HEALTH TODAY AND TOMORROW: Atlanta, Georgia: Laidlaw Brothers, Inc. 1-2 Thackston, John A. PROTECTING OUR HEALTH. Atlanta, Georgia: The Economy Company.
2-1 Discuss accidents and emergencies that should be reported and the person or agency they need to contact such as fire department, hospital emergency room, ambulance service, doctor's office. 2-2 Stress the importance of writing down names of persons, agencies and their telephone numbers.	2. Participate in discussion, write and keep near telephone or in wallet, the names and telephone numbers of persons or agencies to contact in case of emergencies.	2. Local telephone book.

DESIGNATOR. H-9, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVI H-9. To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

ENABLING OBJECTIVE T-1: Using available hospital policies, to understand words relating to various coverages, diseases, treatments, etc. and expenses involved, calculate costs and fees.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Invite insurance agents to explain various types of insurance policies.	1. Listen carefully and ask relevant questions about the various terms coverages and treatments used in insurance policies.	1. Blue Cross Blue Shield, Life of Georgia, Cotton States, etc.
2. Obtain insurance policies to bring to class. Ask learners to bring their policies, if possible; discuss various policies and how they work.	2. Bring insurance policies to class.	2. Be Informed Series: Teacher's Guide - Unit 5, Personal Insurance. Syracuse, New York: New Readers Press, 1974.
3. Bring in insurance representatives to discuss the advantages and disadvantages of the various types of hospital insurance policies.	3. Participate in discussion by asking questions concerning different hospital plans that insured persons need to be aware of such as first day coverage, cost of various medical treatments, hospital rates, etc.	3. Insurance representatives.

DESIGNATOR. H-9, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-9: To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

ENABLING OBJECTIVE T-2: To locate places in the community that provide assistance, including state and federal Medicaid and Medicare programs.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain local telephone directories from phone company.	1. Bring telephone directory to class if available.	1. Telephone directories.
2. Help learners locate names of Medicaid and Medicare offices through Pensions and Security.	2. Locate name and address of Pensions and Security office in telephone directory.	2. Local office of Pensions and Secrity administration.
3. Point out difference between Medicaid and Medicare (Medicaid for Welfare recipients, and Medicare for senior citizens).	3. Participate in discussion of differences between Medicaid and Medicare.	3. Kime, Robert E. Health: A CONSUMER'S DILEMMA. Belmont, California: Wadsworth Publishing Co., Inc., 1970.
4. Obtain pamphlets on Medicaid and Medicare.	4. Read and discuss pamphlets on Medicaid and Medicare.	4. Pamphlets on Medicaid and Medicare obtained from - Pensions and Security Local doctor Hospitals or clinics Health department

H-9, T-2 continued.

5. Invite resource person from Pensions and Security to discuss Medicaid and Medcare.	5. Ask questions of interest of resource person.	5. Resource person from Pensions and Security.

DESIGNATOR. H-10, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-1: To associate commonly used words and signs with pictures and diagrams that describe various areas of health, nutrition, food preparation and measurement.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure free nutrition pamphlets from the local health departments and distribute to learners.	1. Participate in discussion on pamphlets.	1. Pamphlets - Local Health Department.
2. Make a chart of the four basic food groups and use in class discussion.	2. Make individual basic food charts (pictures from magazines can be used).	2. "Daily Food Guide." Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
3. Obtain film or filmstrip on nutrition from school materials centers, insurance company electric or gas companies, cooperative extension service.	3-1 View film and discuss. 3-2 After viewing film, make a list of words associated with nutrition, food preparation, measurement.	3. "Nutritional Needs of Our Bodies." Coronet Films, Chicago, Illinois.
4-1 Make a chart of words and abbreviations as cup=c, pound=lb., teaspoon=tsp., etc. 4-2 Make a chart on measurements, ex.: **2 cups = 1 pt., 2 pt. = 1 qt.**	4-1 Learn abbreviations of measurement words from chart. 4-2 Study chart of measurements. Apply to a recipe.	4. Instructor-made chart.

H-10, T-1 continued.

5. Secure calories table for learners.	5. Examine calorie counter. Talk about different foods and number of calories.	5. U. S. Department of Agriculture. CALORIES AND WEIGHT. Washington, D. C.: U. S. Government Printing Office.

DESIGNATOR: H-10, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBEJCTIVE T-2: Using available literature and resources, to list nutritional requirements.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Use daily food guide and discuss changes in food required for different activities and stages of growth.	1. Identify foods they believe adult women, men, children, pregnant women, children at various ages and older folk' needs.	1. FOOD FOR US ALL, Yearbook of Agriculture 1969, "A Guide for the Ages, from Baby to Gramps," pp. 294-303, USDA. Daily Food Guide, FNS-13, USDA.
2. Discuss food needs of infants using milk as a baby's first food. Include bottle vs. breast-feeding, vitamin and mineral supplements introducing solid foods to infants, weaning the baby.	2. Prepare several foods suitable for feeding infants at different stages and growth: (a) diluted orange juice, (b) pureed vegetables, (c) strained meat, (d) egg yolk and (e) mashed potatoes.	2. FEEDING YOUR BABY AND CHILD, Spock and Lawenburg.
3. List on board the foods and amounts included in a school breakfast or school lunch.	3. Plan meals for the remainder of the day to meet the recommendations in the Daily Food Guide for a school age child.	3. SOURCE BOOK ON FOOD PRACTICES WITH EMPHASIS ON CHILDREN AND ADOLESCENTS, National Dairy Council.
4. Divide the learner into groups. Give each a copy of A GIRL AND HER FIGURE and A BOY AND HIS PHYSIQUE.	4. Talk over what they would emphasize to interest teenagers in wise eating practices. Report to total group	4. "Improving teenage Nutrition" Slide set, USDA.

H-10, T-2 continued.

5. Discuss factors which influence food habits of the elderly. List on the board as they are brought out in the discussion.	5. Role-play a visit to the home of an elderly man who lives alone, whose income is limited and who walks with crutches. Help him plan food for a day.	5-1 FOOD GUIDE FOR OLDER FOLKS, G 17, USDA. 5-2 LOWER COST MEALS THAT PLEASE, National Dairy Council.

DESIGNATOR: H-10, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-3: To understand methods of food preparation and food preservation.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Discuss the principles of milk cookery.	1-1 Demonstrate the two ways dry milk can be used. 1-2 List ways milk and milk products can be used for soup, main dishes, desserts, beverages, and snacks.	1. Milk in Family Meals, G-127, USDA.
2. Discuss the principles of vegetable cookery - by demonstrating the three basic methods; boiling, baking and frying.	2. List as many ways as possible to prepare low-cost vegetables such as potatoes, leafy greens and corn.	2-1 Vegetables in Family Meals, G-105, USDA. 2-2 Fruits in Family Meals, G-125, USDA. 2-3 "Vegetable Treasures" Filmstrip, Green Giant Company.
3. Discuss basic meat cooking method: roasting, broiling, pan broiling, pan frying, braising, and cooking in oil.	3. Demonstrate several methods of cookery using low-cost cuts of meat or identify shown meat cuts and suggest ways of cooking.	3-1 Lessons on Meat, National Livestock and Meat Board 3-2 Money Saving Main Dishes, G-43, USDA.
4. Explain basic principles of bread and cereal cookery. Demonstrate ways to prepare and serve bread and cereals.	4. Demonstrate how you would use this information to teach a friend.	4-1 Enriched cornmeal, FNS-33. 4-2 Enriched corn grits, FNS-32. 4-3 Enriched rice, FNS-35.

H-10, T-3 continued.

4-4 Whole grain or enriched breads and cereal, FNS-36.
4-5 Budget Saving Recipes, Quaker Oats.

DESIGNATOR: H-10, T-4 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

PERFORMANCE OBJECTIVE T-4: Using several recipes from cookbooks, to calculate amounts of ingredients required for numbers of servings varying from those indicated.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure recipes from cookbooks and distribute to learners.	1. Examine and select various recipes to use in calculating varying amounts of ingredients.	1. Cookbooks and recipes.
2. Discuss with the learners the importance of being accurate in measuring.	2. Participate in discussion - draw on your own experiences reasons for measuring accurately.	2. Notes, cookbooks and recipes
3. Plan and teach a section of work on fractions.	3. Using selected recipes, double the yield; calculate for a party of five. Ex: Frosty-dipped bananas 8 ounces mild chocolate 1½ cups chopped peanuts 4 bananas, halved crosswise *Yields 8 servings. Calculate the above in class for the numbers of persons present.	3-1 McDermott, Trelling, Nicholas. FOOD FOR MODERN LIVING. Peoria, Illinois: Charles A. Bennett, Inc., 1964. 3-2 Hunter, William F. ACQUIRING ARITHMETIC SKILLS. New York: McGraw-Hill Book Co., 1969.

DESIGNATOR: H-10, T-5 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-5: To contact a Land Grant College Home Economics Extension Department to arrange for an agent to come into the home to offer health and nutrition planning suggestions based on personal needs and resources.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Invite an Extension Nutrition Specialist to talk to the learners about personal food needs and nutrition planning.	1. Participate in a question and answer session pertaining to the speaker's suggestions on personal needs and nutrition planning.	1. Nutrition Specialist from local Extension Service.
2-1 Use food models and "A Guide to Good Eating" pamphlet to explain the Four Basic Food Groups. 2-2 Demonstrate to the learner the importance of eating proper foods daily. Show pictures of over and underweight people for discussion.	2. Learners will list various foods that they use in planning a weekly menu. Check by the basic 4 to see if they have a balanced diet.	2-1 Food Models, National Dairy Council. 2-2 A Guide to Good Eating, National Dairy Council, Chicago, Illinois, 1972. 2-3 Gross, Jesse, Kapilow, Seymour. STUDY LESSONS IN GENERAL SCIENCE. "Taking Care of Yourselves" Follett Educational Corporation, Chicago, 1968. 2-4 NUTRITION ALERT, Home Economics Consumer Service, 1133 20th St., N. W., Washington, D. C. 2-5 NUTRITION: WHY IS IT IMPORTANT? Campbell Soup Company, Camden, New Jersey 08101.

H-10, T-5 continued.

3. Illustrate by examples or using charts how learners good health can depend upon the proper diet.	3-1 Make a list of various meat substitutes, such as: dried beans and peas, cheese, and peanut butter. 3-2 List some of the diseases prevented by a proper diet.	3-1 "How Food Affects You," Slide Show USDA. Food and Nutrition 3-2 Superintendent of Documents. NUTRITION. Food at Work For You - G 81, USDA, Washington, D. C. 3-3 N. C. State Board of Health, Film Library, Raleigh, N. C. "Nutritional Needs of our Bodies.

DESIGNATOR: H-10, T-6

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-6: To mark the number of calories (using available charts) of foods commonly eaten at home.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Secure calorie counting charts; distribute to learners and explain how to use chart. 1-2 Display menus prepared previously by learners (use food models when possible).	1. Study the calorie chart.	1-1 Calorie chart. 1-2 "Choose Your Calories by the Company They Keep." Dairy Council of Greater Birmingham, Birmingham, Alabama.
2. Using a sample menu with the aid of a calorie counter, illustrate to the learners how to calculate calories in a menu. Ex.: Bacon Sandwich 215 Buttered Carrots 75 Milk 170 Canned peaches 100	2. Select a menu and calculate the calories in the menu. Ex.: 1 cup tomato juice _____ 2 strips bacon _____ 1 egg boiled _____ 1 piece toast _____ 1 glass milk _____	2-1 "Eat - Reduce, Count Calories," Cooperative Extension Service, Auburn University, Auburn, Alabama. 2-2 Eppright and Patterson, TEACHING NUTRITION, University Press, Iowa State, Iowa, 1957. 2-3 Alan H. Humphreys. MODERN GENERAL SCIENCE. Austin, Texas: Steck-Vaughn Company, 1964. 2-4 PROPER FOOD HEALTH SERIES. "You and Your Food," Walt Disney.

DESIGNATOR: H-10, T-7

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-7: To calculate the number of calories consumed in a recent meal.

INSTURCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Discuss and define the reason why a 24-hour dietary recall is needed.	1. Participate in discussion.	1-1 Training Home Economics Program Assistants to work with low-income Families, PA-681, USDA. 1-2 Instruction Guide for FAMILY RECORD AND AIDES LIST OF FAMILIES' reports.
2. Explain basic steps required to get a 24-hour dietary recall.	2. Tell and list what foods eaten during the last 24-hours, starting with the meal before the interview.	2. Learners within the class.
3. Demonstrate and practice 24-hour recall interviews.	3. Practice dietary recall interview with other learners.	3-1 COMPOSITION OF FOODS, Handbook No. 8, USDA. 3-2 Church, Charles F. and Helen Nichols. FOOD VALUES OF PORTIONS COMMONLY USED. J. B. Lippincott Company, 1970.
4. Explain calculation procedures.	4. Calculate your personal food intake for 24-hour period.	4. ----------

DESIGNATOR: H-10, T-8 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-8: Given a list of foods in each basic food group, to rank them in terms of cost.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Instructor distributes a list of foods from each food group to the learners.	1. Look over prepared food lists and add other foods if desired.	1-1 BASIC FOUR FOOD CHARTS, "4 Steps to Good Eating," Circular HE-49. Auburn University: Co-operative Extension Service. 1-2 List of foods in each basic four food group.
2. Discuss the value of wise buying when shopping for food.	2. Take part in discussion - share with the members of the class your method of buying foods.	2. Buying Food For the Family," Circular HE-10, Auburn University: Cooperative Extension Service.
3. Display charts showing prices of foods from all Four Food Groups.	3. Check the grocery stores and make a list of foods and their prices. Prices that are not on the display charts can be added from your list.	3-1 Grocery Store and/or Food Markets. 3-2 CONSUMERS ALL, Yearbook of Agriculture, 1965, pp. 416-423, USDA. 3-3 Family Fare, G-1, USDA. 3-4 Your Money's Worth in Foods, G-183-USDA. 3-5 Nutrition Source Book, National Dairy Council, 1970, p. 32-36.

H-10, T-8 continued.

4. Give prepared lists of foods to learners; ask the learners to arrange foods into the correct food groups. Also, ask learners to rank foods in each group in terms of cost.	4. From the prepared lists of foods given, arrange into correct food groups and rank each food in each group according to price.	4-1 List of foods and their respective prices. 4-2 A Guide to Good Eating - USDA, Washington, D. C.

DESIGNATOR: H-10, T-9 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-9: To prepare a list of foods, which are commonly eaten in the individuals home and using that list to prepare a balanced menu.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Pass out questionnaire to the learners to obtain lists of foods eaten by them.	1. Fill out questionnaires, listing different foods commonly eaten in the learner's home.	1. Instructor-made questionnaire and lists of foods commonly eaten in learner's homes.
2. Assist learners in planning a simple balanced menu.	2. Using prepared list of foods in #1, prepare a balanced menu remembering nutrition information learned in H-10 and H-11.	2-1 John A. Thackston, PROTECTING OUR HEALTH. Atlanta, Georgia: Economy Company, 1965. 2-2 Refer to #1 above. 2-3 Resources in H-10, T-5 and H-10, T-8.
3. Display balanced menus using foods that are commonly eaten.	3. In the form below write menus for the three meals for one day. (Include adequate amounts of each of the four basic food groups.) Breakfast Lunch Supper	3-1 Basic Four Food Charts. 3-2 Resources in H-10, T-5 and H-10, T-8.

DESIGNATOR: H-10, T-10 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBEJCTIVE T-10: Using the index of a cookbook to find recipes for foods given by the instructor.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure cookbooks from various resources.	1. Bring cookbooks or secure them from instructor.	1. Cookbook.
2. Discuss with the learner the importance of the index and how to use it.	2. Take part in the discussion on the use of a cookbook index.	2. Cookbook.
3. Give practice exercise in using the index to find recipes for foods.	3. Practice finding recipes for the following: (use index) barbeque chicken, gingerbread, coffee cake, fish croquettes.	3. Cookbook.
4. Distribute prepared copies to learners and let them fill in the blanks with page numbers of where the required recipes are found.	4. Fill in the prepared copies. Ex.: Foods — Pages Where Found * barbeque chicken coffee cake * Pages Will Vary.	4-1 Dorothy Callahan and Alma Payne. USING AMERICA'S COOKBOOK. New York: Charles Scribner's Sons, 1958. 4-2 Prepared lists of recipes given by the instructor.

DESIGNATOR: H-10, T-11 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-11: Use dictionaries to write definitions of unknown words encountered in recipes.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure as many dictionaries as possible. Ask learners with dictionaries to bring them.	1. Bring dictionaries to class or borrow one from instructor.	1. Voegele, Marguerite C. "Menu Dictionary: Ahrens Publishing Co. New York.
2. Discuss the proper way to use the dictionary.	2. Participate in discussion and demonstrations on proper ways to use the dictionary.	2. Dictionaries.
3. Pass out to the learners recipes prepared by learners, instructor, or from magazine.	3-1 Using recipes, list words which are unfamiliar to learner. 3-2 Using dictionary, write definitions of unfamiliar words listed from recipes.	3-1 Recipes. 3-2 List of unfamiliar words. 3-3 Dictionaries.

DESIGNATOR: H-10, T-12 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-12: Using an unfamiliar recipe to read and verbally explain the procedure to the instructor and to test it in the home.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Bring enough recipes to class for each learner to have one. Ask learners to bring recipes and exchange with each other.	1. Look over recipes brought in by instructor and other numbers of the class.	1. Cookbooks, magazines and newspapers.
2. Select a recipe, read in class; discuss terms not commonly used in everyday conversation.	2. Select recipes that are unfamiliar. Read the recipes carefully. Definitions of unfamiliar words and terms should be found in dictionary, cookbook or from instructor.	2-1 Dictionaries and cookbooks. 2-2 Voegele, Marguerite C. "Menu Dictionary" Ahrens Publishing Company, Inc., New York.
3. Discuss with the learners the importance of knowing all ingredients, terms and procedures used in the recipe.	3. Determine as much as possible the ingredients used and the procedures for preparing the recipe.	3-1 White, Ruth. YOU AND YOUR FOOD. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1966. 3-2 THE AUBURN COOKBOOK. Auburn, Alabama: Auburn University, Cooperative Extension Service.

H-10, T-12 continued.

4. Assign one unfamiliar recipe to each learner. Have them to read and verbally explain the procedure. Tell the learner to test the recipe at home.	4. Read assigned recipe to instructor. Explain verbally the procedures for using the recipes. When possible test the recipe at home and report on the result of the product - whether or not it was a success, how it tested, whether or not it was simple to prepare, how family liked it, etc.	4. Cookbooks, magazines, newspapers.

DESIGNATOR: H-10, T-13 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

ENABLING OBJECTIVE T-13: From a group of sample meal plans prepared by the instructor, select the one which is most balanced.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare and mimeograph balanced and non-balanced menus and distribute to learners.	1. Classify foods in the menus into the the Basic Four Food Group.	1. Instructor-made menus developed from using resource materials in H-10.
2-1 Explain to the learner the meaning of balanced meals and why it is important to use the Basic Four Food groups. 2-2 Secure Basic Four Foods Charts. From Dairy Council, Birmingham, Alabama.	2. Take part in the discussion of balancing meals. Use the Basic Four chart and food models in balancing meals.	2-1 R. F. Whaley. HEALTH FOR HAPPINESS. Austin, Texas: Steck-Vaughn, Inc., 1966. 2-2 A GUIDE TO GOOD EATING. National Dairy Council, Chicago, Illinois. 2-3 Superintendent of Documents, Nutrition-Foods at Work for You-G81-USDA, Washington, D. C. 20402.
3. Pass out several menus and ask the learners to tell which ones are balanced and which ones are not balanced. Give reasons for answers given.	3. Select from the menus passed out the ones that are balanced and give reasons - base decisions on learnings from H-10.	3-1 "Type A School Lunches." U. S. Department of Agriculture, Consumer and Marketing Service, PA-719.

H-10, T-13 continued.

Ex.: Draw a circle around the meal that is balanced.

Dinner

Liver, baked potato, lettuce salad, green beans, whole-wheat bread, milk, butter

Breakfast

bacon, eggs, grits and toast

3-2 Refer to 2-1 and 2-2 above and to resources in H-10.

HEALTH

Alcohol: Questions and Answers. 1971. 16 pp. 19A. 25¢.

Allergy Foundation Materials. Allergy Foundation of America. 801 2nd Ave. New York, N. Y. 10017. Titles include:

ANSWERS TO SOME QUESTIONS ABOUT ALLERGY AND THE ALLERGIC DISEASES. Undated. Folder. Free. Seventeen questions and answers concerning diagnosis, cure, and duration of cure.

INSECT STINGS. Pamphlet. 25 cents.

SNEEZE . . . ASTHMA, HAY FEVER AND OTHER ALLERGIES. Undated. 16 pp. Single copy free. An overview of the allergy problem, general information.

THE SKIN AND ITS ALLERGIES. Pamphlet. 50 cents.

ANSWERS TO MOST FREQUENTLY ASKED QUESTIONS ABOUT DRUG ABUSE. 1970. 29 pp. 122A. 25 cents.

ANTIBIOTICS IN THE FOODS YOU EAT. 1972. 2 pp. 068A. Free. Use of antibiotics in food-producing animals, potential hazards, steps being taken to prevent unsafe residue levels.

ASPIRIN. 1972. 2 pp. 123A. Free. Composition, quality controls, and safe use.

BASIC CONCEPTS OF TOBACCO AND SMOKING. Laidlaw Brothers. A Div. of Doubleday and Co., Inc. Thatcher and Madison. River Forest, Ill. 60305. 1971. 64 pp. 96 cents. Supplementary material for in-depth study of the health problem.

BEEF AND VEAL IN FAMILY MEALS. 1970. 30 pp. 105A. 20 cents.

Birth Defects. The National Foundation-March of Dimes. 800 2nd Ave. New York, N. Y. 10017. Free. A variety of materials dealing with prevention of birth defects; an aid for children with birth defects is available. Sample titles are:

BE GOOD TO YOUR BABY BEFORE IT IS BORN. 29 pp. Stresses the importance of prenatal care.

BIRTH DEFECTS. 14 pp. Most common types of birth defects are described.

CONGENITAL MALFORMATIONS: THE PROBLEM AND THE TASK. 16 pp. Where to find help for a child born with a defect.

QUESTIONS AND ANSWERS ON BIRTH DEFECTS. 2 pp.

Blindness. The American Foundation for the Blind. 15 W. 16th St. New York, N. Y. 10011. Free. Sample titles are:

AFB AND ITS REGIONAL OFFICES. 6 pp. Where offices are located and their services for the blind.

AIDS AND APPLIANCES FOR THE BLIND. 6 pp. Explains the aids and appliances program of the AFB.

DOB GUIDES FOR THE BLIND. 1969. 6 pp. Describes briefly the history of dog guides and the selection and training of both user and dog.

FACTS ABOUT AGING AND BLINDNESS. 1 p. Basic information about old age and blindness.

FACTS ABOUT BLINDNESS. Leaflet. Basic information concerning blindness.

WHAT DO YOU DO WHEN YOU SEE A BLIND PERSON? 12 pp. Some suggestions for the sighted person.

WHERE TO FIND HELP FOR THE BLIND. 1968. 2 pp. Lists agencies serving the blind and basic services available.

BREADS, CAKES, AND PIES IN FAMILY MEALS. 1971. 30 pp. 069A. 20 cents. Nutritional importance, selection of ingredients, preparation, recipes, and suggestions for reducing calories in selected recipes.

BUYING AND FINANCING A MOBILE HOME. 1972. 12 pp. leaflet. 127A. Free.

CAFFEINE. 1971. 1 p. 070A. Free. What it is, amounts in common beverages and drugs, and precautions for use as a stimulant.

CALORIES AND WEIGHT. 1970. 76 pp. 084A. 30 cents. Pocket guide indicates calories per portion of common foods; information on planning weight reduction diets.

CANCER. American Cancer Society. Extensive teaching aids available. Contact your local office. Ask for free Public Education Materials catalog.

CANCER OF THE BREAST. 1965. 4-fold leaflet. Shows women how to conduct self examination.

CANCER OF THE COLON AND RECTUM. 1967. 6 pp. Outlines the need for the proctoscopic examination.

CANCER OF THE LUNG. 1967. 8 pp. Gives lung cancer prevention information.

CANCER OF THE ORAL CAVITIES. Undated. 2 pp. Outlines how your dentist can detect early cancer.

CANCER OF THE SKIN. 1967. 6 pp. Stresses importance of protection against excessive exposure to the sun.

CANCER OF THE UTERUS. 1959. 3-fold leaflet. Gives information on importance of the Pap test.

CANCER, WHAT TO KNOW, WHAT TO DO ABOUT IT. 1969. 8 pp. 108A. 10 cents.

CARE OF PURCHASED FROZEN FOODS. 1971. 6 pp. 071A. 10 cents. Shopping pointers, storage periods, procedures to follow when the freezer stops operating.

CAUSE OF HEART ATTACKS: HARDENING OF THE ARTERIES. 1972. 16 pp. 109A. 25 cents.

CHEESE IN FAMILY MEALS. 1972. 30 pp. 093A. 20 cents.

CHILDREN'S BOOKS. 1972. 16 pp. 024A. 15 cents. A descriptive listing of selected books published in 1971 for preschool through junior high school age. Prepared by the Library of Congress.

CLEAN TEETH CLUB. Lever Brothers Co. 390 Park Ave. New York, N. Y. 10022. Free. One wall poster and classroom quantities of individual tooth-brushing charts.

COALESCENCE: MENTAL HEALTH FOR THE YOUNG ADULT. The Almark Co. Hollydale, South Gate, Calif. 90280. 1968. 16 pp. 50 cents. Discounts for quantities of 100 or more. Booklet creates guidelines for developing a sense of values by knowing oneself, being reassured of normalcy, etc. Specifically designed for sex, marriage, family, and mental hygiene classes.

COMMON SENSE FISH COOKERY/ARTE DE COCINAR PESCADO CON SENTIDO COMUN. 1971. 34 pp. 098A. 40 cents. Elementary bilingual guide to buying and preparing low-cost fish dishes.

CONSTRUCTION GUIDES FOR EXPOSED WOOD DECKS. 1972. 78 pp. 128A. $1.25.

CONTACT LENSES: A VITAL ROLE IN VISION CARE. American Optometric Assoc. 7000 Chippewa St. St. Louis, Mo. 63119. 1970. Unpaged booklet. Single copy free. Describes contact lenses and discusses everything the potential wearer wants to know about them.

COOPERATIVES VS. CONDOMINIUMS. 1972. 4 pp. leaflet. 129A. Free. Advantages and disadvantages of cooperative or condominium ownership.

DENTAL CARE. Warner-Lambert Pharmaceutical Co. Lactona Products Div. 201 Tabor Rd. Morris Plains, N. J. 07950. Titles include:

THE ADVENTURES OF TOBY BRITE AND BOBBY. 1970. 25 pp. 8 cents. Cartoon booklet describing a most unusual toothbrush.

FACTS YOU SHOULD KNOW ABOUT TOOTH LOSS. 9 pp. 8 cents. Tells how to keep teeth and gums healthy with a good dental care program.

MOUTH HEALTH FROM MODERN DENTISTRY. 9 pp. 8 cents. Gives a means of understanding modern dentistry and its importance in any program for the prevention of dental disease.

DENTAL HEALTH. American Dental Assoc. 211 E. Chicago Ave. Chicago, Ill. 60611. Sample titles are:

BREAK THE CHAIN OF TOOTH DECAY. 1968. 8 pp. 25 copies $1.95. How to prevent tooth decay through proper tooth care.

A PREVENTIVE DENTAL HEALTH PROGRAM FOR SCHOOLS. 1970. 24 pp. 25 copies $5.00. Presents some guidelines for school dental health programs.

Dental Health Materials. Davies, Rose, Hoyt. 633 Highland Ave. Needham, Mass. 02194. Single copy free. Titles include:

GUIDE FOR COMPREHENSIVE FLUORIDE THERAPY. For professional personnel involved in the application of fluoride.

TOOTH DEVELOPMENT DURING INFANCY AND EARLY CHILDHOOD. 1969. 12 pp. A series of illustrations showing the development of teeth in a normal child.

A DESIGN GUIDE FOR HOME SAFETY. 1972. 130 pp. 155A. $1.50. Guide to safer home environment; stairs, bathrooms, windows, doors, kitchens, floors, electrical design, exteriors, etc.

DESIGNS FOR LOW COST WOOD HOMES. 1969. 30 pp. 130A. 25 cents. Sketches and eleven model floor plans, with information on selection of economical, durable materials.

DIABETES. American Diabetes Assoc., Inc. 18 E. 48th St. New York, N. Y. 10017. Titles include:

WHAT IS DIABETES? 4 pp. Free. Most common symptoms and how diabetes can be controlled.

FACT SHEET ON DIABETES. 4 pp. Limited copies available free on request. Basic information on diabetes.

DIETARY SUPPLEMENTS. 1971. 3 pp. 085A. Free. Answers to the most frequently asked questions on multi-vitamin and multi-mineral preparations and on enriched and fortified foods.

DON'T LEAVE IT TO THE EXPERTS. 1972. 28 pp. 060A. 55 cents. Handbook designed to stimulate environmental action by citizens' groups.

EAT A GOOD BREAKFAST TO START A GOOD DAY. 1972. 8 pp. leaflet. 086A. 10 cents. Ideas for nutritious and economical breakfasts.

Educational Filmstrips. International Apple Institute. 2430 Pennsylvania Ave., N. W. Washington, D. C. 20037. $1.25. Titles include:

BILLY MEETS TOMMY TOOTH. Designed to impress upon children the importance of proper dental care. For Grades K-3.

WINNING "FIRST" WITH TEETH. Shows how good food habits make healthy teeth. For jr. and sr. hi. levels.

Education Materials. American Council on Alcohol Problems. 119 Constitution Ave., N. E. Washington, D. C. 20002. Titles include:

OPERATION "CAN-QUIT." 32 pp. 75 cents. Helps for hopelessly addicted smokers.

SMOKING OR HEALTH. 40 pp. 50 cents. Based on the Surgeon General's report.

VD-AMERICA'S GROWING THREAT. 80 pp. $1.25.

Educational Materials. Pharmaceutical Manufacturers Assoc. 1155 15th St., N. W. Washington, D. C. 20005. Titles include:

CONSUMER INFORMATION KIT. Single copy free. A collection of PMA materials assembled for use by educators, health administrators, consumer groups, and others.

THE MEDICINE YOUR DOCTOR PRESCRIBES. 12 pp. Classroom quantities available to teachers writing on school letterhead. Practical tips to insure the safe and effective use of prescription drugs.

EGGS IN FAMILY MEALS. 1970. 30 pp. 094A. 20 cents.

Epilepsy-Publications for the General Reader. Epilepsy Foundation of America. Suite 1116. 733 15th St., N. W. Washington, D. C. 20005. Single copy free to individual readers; bulk copies available without charge to civic, fraternal or professional organizations. Titles include:

EMPLOYER'S ROLE

EPILEPSY IS AMERICA'S CONCERN

EPILEPSY: RECOGNITION, ONSET, DIAGNOSIS, AND THERAPY

A PATIENT'S GUIDE TO EEG

PROGRAMS FOR ACTION

SCHOOL ALERT

TEACHER'S ROLE

EYE COSMETICS. 1972. 6 pp. leaflet. 110A. Free. Safety tips to avoid bacterial contamination.

Eye Diseases. National Society for the Prevention of Blindness. 79 Madison Ave. New York, N. Y. 10016. Titles include:

DO EYE EXERCISES IMPROVE MYOPIA, GLAUCOMA, OR COLOR BLINDNESS? Publ. G-503. Single copy free; $5.00 per 100 copies. Discusses methods of treating eye diseases.

GLAUCOMA: SNEAK THIEF OF SIGHT. Publ. G-1. Single copy free; $3.00 per 100 copies; $20.00 per 1,000 copies. Gives signs, symptoms, and methods of prevention.

ANSWERS TO YOUR QUESTIONS ABOUT AMBLYOPIA. Free.

DO YOU KNOW THESE FACTS ABOUT VISION AND SCHOOL ACHIEVEMENT? Free.

FACTS ABOUT VISION. Free.

READING IN THE ELEMENTARY SCHOOL. 50 cents.

TEACHER'S GUIDE TO VISION PROBLEMS. Free.

VISUAL FACTORS WHICH AFFECT READING ACHIEVEMENT. 35 cents.

VISUAL SCIENCE RESOURCE PACKET. 50 cents.

VOLUMES OF VISION. Free.

YOUR BABY'S EYES. Free.

FACTS ABOUT NUTRITION. 1968. 24 pp. 087A. 55 cents. The relationship of good nutrition to health, sources of essential nutrients, sample menu plans.

FACTS ABOUT SMOKING AND HEALTH. 1971. 12 pp. 117A. 20 cents.

FAIR HOUSING U. S. A. 1970. 10 pp. leaflet. 131A. Free. What the Fair Housing Law is, when it is applicable; procedures for reporting discrimination to the federal government.

FAMILY FARE-A GUIDE TO GOOD NUTRITION. 1972. 91 pp. 088A. 45 cents. Daily nutritional requirements; buying, storing, and preparing food.

FAMILY FOOD BUDGETING. 1969. 16 pp. 072A. 15 cents. Food plans for adequate diets at four income levels.

FEDERAL FOOD STANDARDS. 1972. 4 pp. 073A. Free. Brief summary of voluntary and regulatory standards for quality, identification, and wholesomeness.

FIRE EXTINGUISHERS: THE ABC'S AND THE ONE, TWO, THREE'S OF SELECTION. 1971. 16 pp. 156A. 40 cents.

FIREPLACES AND CHIMNEYS. 1968. 24 pp. 132A. 20 cents. Selection of materials, construction, and maintenance.

FIRST AID FACTS CHART. Johnson & Johnson. Consumer Services Dept. New Brunswick, N. J. 08903. 1969. Free. Handy first-aid chart which can be taped inside medicine cabinet door.

FIRST FACTS ABOUT DRUGS. 1972. 16 pp. 124A. 25 cents. information on over-the-counter, prescription, and drugs of abuse.

FISH FOR COMPLIMENTS ON A BUDGET. 1972. 21 pp. 099A. 15 cents.

FOOD AID FOR THE ELDERLY. 1972. 6 pp. leaflet. 074A. Free. Information on food stamps, meals-on-wheels, donated foods, etc.

FOOD AND YOUR WEIGHT. 1969. 30 pp. 089A. 15 cents. Suggestions for controlling weight; plans for nutritious weight reduction diets; listing of calories per portion of common foods.

FOOD GUIDE FOR OLDER FOLKS. 1972. 24 pp. 090A. 20 cents. For persons over 60 years of age, information on meal planning, buying, and preparing foods to assure adequate nutrition.

FRUITS IN FAMILY MEALS. 1970. 30 pp. 096A. 20 cents. Nutritional importance, buying, storing, and using; includes recipes.

GLASS DOOR INJURIES AND THEIR CONTROL. 1972. 8 pp. 157A. Free.

Government Publications. Supt. of Documents. Gov't. Printing Office. Washington, D. C. 20402. Titles include:

CANCER OF THE LUNG. (115). Rev. 1968. 9 pp. 10 cents.

CHILDHOOD DISEASES. 5 cents each. Folders describe symptoms, causes, treatments, and recommended precautions for protection of others. Order by title: CHICKENPOX, MEASLES, DIPHTHERIA, MUMPS, SMALLPOX.

HEPATITIS. (FS2.50:82/5). 1966. 5 cents. Describes infectious and serum hepatitis.

GROUPS THAT CAN HELP. 1972. 12 pp. 061A. 25 cents. Listing of national, non-profit organizations which can provide information on and/or help with environmental problems.

Health Pamphlets. William-Frederick Press. 55 E. 86th St. New York, N. Y. 10028. 15 pp. each. Titles include:

BE KIND TO YOUR FEET. 30 cents. Stresses the fundamentals and importance of proper care of the feet as preventive measures against foot disorders.

INSIGHTS ON SIGHT. 30 cents. Discusses the great value of eyesight, the functions of the eyes, how best to take care of them, and correctives such as glasses or contact lenses.

YOU DON'T HAVE TO BE A FIFTY-MILER. 30 cents. Suggests simple activities to improve physical fitness. Adult level.

HOW WE HEAR. Cartoon style. Available in notebook size, 8" x 11", 2 cents each; wall chart, 26" x 33", 15 cents each.

MECHANICAL PRINCIPLES OF THE HUMAN EAR. Supplemental booklet to aid teachers in use of charts. 10 cents each.

SECTIONAL DIAGRAM OF THE HUMAN EAR. Available in notebook size, 8" x 11", 2 cents each; wall chart, 26" x 33", 15 cents each.

HEALTH POSTER. Houghton Mifflin Co. Order from appropriate regional office: 53 W. 43rd St. New York, N. Y. 10036; 666 Miami Circle, N. E. Atlanta, Ga. 30324; 1900 S. Batavia Ave. Geneva, Ill. 60134; 6626 Oakbrook Blvd. Dallas, Texas 75235; or 777 California Ave. Palo Alto, Calif. 94304. IYH/POS. 1971. Single copy free while supply lasts. Fill-in-poster for telephone numbers of important health facilities in your community.

HEARING AIDS. 1971. 36 pp. 120A. 60 cents. Selection, maintenance, and care; causes of hearing loss.

HEARING AIDS. 1971. 8 pp. 121A. Free. Results of comparative government brand name testing.

Heart Association Publications. American Heart Assoc., Inc. 44 E. 23rd St. New York, N. Y. 10010. Single copy free. Sample titles are:

ABOUT YOUR HEART AND YOUR BLOODSTREAM. 4 pp. Tells how the heart keeps blood flowing through the body.

CHILDREN WITH HEART DISEASE. 1971. 15 pp. Designed to help teachers understand the problems of children with rheumatic heart disease or a heart defect.

HOW TO STOP SMOKING. 1969. Leaflet. Free. An experienced doctor gives a smoking withdrawal program.

RESCUE BREATHING TO SAVE A LIFE. 1971. 4 pp. Tells how to perform rescue breathing.

YOUR HEART AND HOW IT WORKS. 1 p. An illustration of the heart.

HEXACHLOROPHENE. 1972. 3 pp. 111A. Free. Hazards and restrictions on use.

HOME BUYING VETERAN. 1971. 29 pp. 133A. Free. Useful home buying information for non-veterans as well as veterans; choosing a neighborhood, a lot, a house, checklist for inspecting an old house, and financing.

HOME REFUSE STORAGE. 1971. 6 pp. leaflet. 062A. 10 cents. Six steps the homeowner should take to insure sanitary refuse disposal.

HOUSE CONSTRUCTION: HOW TO REDUCE COSTS. 1970. 16 pp. 134A. 10 cents. Guidelines for savings in location, style, interior arrangements, selection of materials and utilities, and in construction.

HOW TO BUY BEEF ROASTS. 1968. 16 pp. 100A. 10 cents.

HOW TO BUY BEEF STEAKS. 1968. 16 pp. 101A. 10 cents.

HOW TO BUY MEAT FOR YOUR FREEZER. 1969. 28 pp. 102A. 20 cents.

HOW TO CONDUCT A CLEAN-UP CAMPAIGN. 1972. 17 pp. 063A. Free.

HOW TO PROTECT DENTAL HEALTH WHILE ENJOYING CANDY. National Confectioners Assoc. 36 S. Wabash Ave. Chicago, Ill. 60603. 1970. 6 pp. Free. Rules to follow to keep teeth free from decay.

IF YOU MUST SMOKE-FIVE WAYS TO REDUCE THE RISKS OF SMOKING. 1970. 5 pp. 116A. 10 cents.

IMPACT RESISTANT LENSES. 1972. 4 pp. 112A. Free. Safety advantages, mandatory standard, and conditions under which exceptions to the standard are permitted.

INFANT CARE. 1970. 108 pp. 033A. 20 cents.

Information and Educational Materials. National Heart and Lung Institute. Office of Heart and Lung information. Bethesda, Md. 20014. Free. A list of publications including general information, audio-visual, fact sheets, etc. on heart disease, available in small quantities free of charge. Titles include:

EMPHYSEMA. PHSP No. 1414. Rev. 1969. 12 pp.

HARDENING OF THE ARTERIES-CAUSE OF HEART ATTACKS. PHSP No. 1392. Rev. 1968. 16 pp.

HYPERTENSION. NIH No. 1714. 1969. 48 pp.

NATIONAL HEART INSTITUTE. 1969. 42 pp. Explains the work of and progress made by the National Heart Institute.

THE NATIONAL HEART INSTITUTE'S NATIONAL BLOOD RESOURCE PROGRAM. 1969. 33 pp. Explains the scope of the Blood Resource Program and results of some of the research.

RHEUMATIC FEVER AND ITS PREVENTION. PHSR No. 144. Rev. 196?. 6 pp.

JOHNNY HORIZON '76 CHILDREN'S KIT. 1972. 025A. Free. Designed to promote ecological awareness. Contains a leaflet describing things children can do to help preserve the environment, plus a pledge card, bike sticker, and a litter bag.

KEEPING FOOD SAFE TO EAT. 1972. 12 pp. 075A. 10 cents. Necessary sanitation and food handling techniques.

KEYS TO QUALITY. 1972. 7 pp. 076A. Free. Explanation of USDA grades: pointers for assuring quality and economy in food buying.

Kidney Pamphlets. National Kidney Foundation. 315 Park Ave., S. New York, N. Y. 10010. Single copy free. Write for price list of pamphlets. High school and adult levels. Sample titles are:

FIVE WARNING SIGNS OF KIDNEY DISEASE. 1970. 4 pp.

SOME FACTS ABOUT KIDNEY DISEASE. 1968. 3 pp.

YOUR KIDNEYS. 1968. 6 pp.

KNOW THE SOIL YOU BUILD ON. 1967. 13 pp. 135A. 15 cents. Advice on how to choose land suitable for building.

LAMB IN FAMILY MEALS. 1971. 32 pp. 106A. 20 cents.

LET'S COOK FISH. 1967. 54 pp. 103A. 60 cents. Nutritional importance, selection, storage, preparation, and recipes.

A LIST OF HEALTH INFORMATION LEAFLETS, PAMPHLETS, AND PUBLICATIONS OF THE HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION. U. S. Dept. of Health, Education and Welfare. Public Health Service. Health Services and Mental Health Administration. Public Inquiries. 5600 Fishers Lane. Rockville, Md. 20852. 1970. 166 pp. Free. A list of current, available, nontechnical publications which discuss common diseases and conditions and preventive health measures.

FACTS ON QUACKS. 32 pp. 35 cents. What should be known about health quackery.

IMMUNIZATION. Leaflet. 20 cents. Explains reasons for and different types of immunization.

MEASLES AND YOUR CHILD. Leaflet. 15 cents. Explains the necessity of having children vaccinated against measles.

SMOKING: FACTS YOU SHOULD KNOW. Leaflet. 20 cents. Health hazards and effects of smoking.

LOW COST WOOD HOMES. 1969. 112 pp. 136A. $1.00. Do-it-yourself guide to selection of materials and construction.

MAKING BASEMENTS DRY. 1970. 10 pp. 137A. 10 cents. Selection of building site; selection and care of materials and dehumidifying equipment.

Medical Research. National Society for Medical Research. 1330 Massachusetts Ave., N. W. Washington, D. C. 20005. Available free in limited quantities to teachers, librarians, and students. Titles include:

UNRAVELLING THE MYSTERY OF VIRUSES. 1969. 32 pp. Text and illustrations trace the development of virology from man's earliest encounters with social diseases to present-day research.

THE UNTOUCHABLE HEART. 1968. 16 pp. Illustrated documentary of the contribution of animals to medical knowledge of the heart.

MEDICINES: PRESCRIPTION AND OVER-THE-COUNTER. 1972. 2 pp. 125A. Free. What the patient should know about his prescription medicine; safe use of non-prescription medicines.

MENTAL HEALTH AND SCHOOL HEALTH SERVICES. American Medical Assoc. Order Dept. 535 N. Dearborn St. Chicago, Ill. 60610. 23 pp. 45 cents. Discusses the role of the school in prevention, referral, and mental health guidance.

Mental Health Booklets. Hogg Foundation for Mental Health. Publications Div. University of Texas. Austin, Texas 78712. A number of publications in the field of mental health are available from this publisher. Sample titles are:

MENTAL HEALTH AND SOCIAL CHANGE. 1970. 51 pp. 50 cents. An attempt to describe the significance of social change in today's world

PROGRAM INNOVATIONS IN COMMUNITY AGENCIES. 1970. 18 pp. 20 cents. Useful guidelines for choosing agency personnel who are likely to stimulate program innovation toward the goal of increasing the agency's service to its community.

MENTAL HEALTH IN THE SCHOOLS. Council of Chief State School Officers. 1201 16th St., N. W. Washington, D. C. 20036. 1966. 33 pp. 35 cents. Discount on quantity orders. Assist local and state health, mental health, and school authorities in examining their respective roles in the development of mental health programs.

MILK IN FAMILY MEALS. 1972. 24 pp. 095A. 15 cents.

MINIBIKES. 1971. 4 pp. 026A. Free. The hazards of minibike use and recommendations for supervision and safe recreation.

MR. HYPO IS MY FRIEND. Ames Co. A Div. of Miles Laboratories, Inc. 1127 Myrtle St. Elkhart, Inc. 46514. 31 pp. Free. Cartoon illustrations with information and instructions for children who must learn to give themselves insulin shots.

MONEY-SAVING MAIN DISHES. 1970. 46 pp. 077A. 30 cents. Selection of ingredients, preparation, and nutritious recipes.

NOISE IN THE HOME. 1972. 8 pp. 064A. 15 cents. Effect on health; noise levels produced by household appliances; hints for reducing home noise levels.

NURSING HOME CARE. 1972. 32 pp. 113A. 45 cents.

NUTRITION NONSENSE AND SENSE. 1971. 4 pp. 091A. Free. Twelve common misconceptions; how to protect yourself against nutritional quackery.

NUTRITIVE VALUE OF FOODS. 1970. 41 pp. 092A. 30 cents. Nutrient content, including saturated and unsaturated fat content of common foods; recommended dietary allowances.

PLAQUE. 1969. 10 pp. 114A. 25 cents. Use of dental care products to combat tooth decay and gum diseases.

POULTRY IN FAMILY MEALS. 1971. 32 pp. 107A. 20 cents.

PRENATAL CARE. 1970. 92 pp. 027A. 20 cents. Preparing for the baby's arrival; medical care, nutrition, necessary clothing and equipment.

Prescription Drugs. Pharmaceutical Manufacturers Assoc. 1155 15th St., N. W. Washington, D. C. 20005. Titles include:

BRANDS, GENERICS, PRICES, AND QUALITY-THE PRESCRIBING DEBATE AFTER A DECADE. 1971. 118 pp. Single copy free. Asserts that the quality of like generic named drugs cannot be assumed and that physicians should maintain their right to select specific drug products for their patients.

KEY FACTS ABOUT THE U. S. PRESCRIPTION DRUG INDUSTRY. 12 pp. Classroom quantities free to teachers writing on school letterhead. Presents basic information about the industry.

PROPER DENTAL CARE STARTS AT HOME. Oral B. Company. Div of Cooper Laboratories. Fairfield Rd. Wayne, N. J. 07470. 4 pp. Free. Guide to proper tooth care.

Public Affairs Committee Booklets. Public Affairs Committee, Inc. 381 Park Ave., S. New York, N. Y. 10016. 25 cents each. A series of booklets dealing with a variety of diseases. Sample titles are:

LEUKEMIA: KEY TO THE CANCER PUZZLE? (340). 1963. 20 pp.

WE CAN CONQUER UTERINE CANCER. (432). 1969. 24 pp.

Public Affairs Pamphlets. Public Affairs Committee, Inc. 381 Park Ave., S. New York, N. Y. 10016. 25 cents each. Titles include:

ASTHMA-HOW TO LIVE WITH IT. (437). 1969. 21 pp.

THE CHALLENGE OF TRANSPLANTATION. 1970. 28 pp. 25 cents. Discusses medical, ethical, social, and financial questions posed by transplantation.

THE HEALTH OF THE POOR. (435). 1969. 20 pp. Depicts the shocking state of medical care available to the American poor-black and white.

Publications Dealing With Respiratory Diseases. Teachers may secure these materials from local or state tuberculosis associations. Single copy free. Request catalog of free publications and visual aids. Sample titles are:

COMMON COLD: THE FACTS. 8 pp.

EMPHYSEMA: THE FACTS. 6 pp.

HISTOPLASMOSIS: THE FACTS. 8 pp.

QUESTIONS AND ANSWERS ON HEALTH SECURITY. American Federation of Labor and Congress of Industrial Organizations. 815 16th St., N. W. Washington, D. C. 20006. 1971. 22 pp. Free. Describes the basic aims and workings of National Health Security, a national program for financing comprehensive health care benefits for all Americans.

REACHING OUT. Illinois Dept. of Mental Health. Bureau of Employee Communication. 401 S. Spring St. Springfield, Ill. 62706. Published quarterly. Free. Features articles dealing with mental health and mental retardation.

RECREATIONAL BUILDINGS AND FACILITIES. 1972. 74 pp. 138A. $1.25. Eighteen vacation home building plans; plans for greenhouses, community recreational facilities, etc.

SAFETY OF COOKING UTENSILS. 1971 - 2 pp. 158A. Free. Safety of Teflon and aluminum cooking utensils.

SEASONING WITH HERBS AND SPICES. 1972. 4 pp. 078A. Free.

SELECTING AND FINANCING A HOME. 1970. 24 pp. 139A. 15 cents. Comprehensive guide; includes whether to buy or rent, budgeting for housing expenses, shopping for a house, and shopping for a mortgage.

SELF-MEDICATION. 1970 2 pp. 126A. Free. Responsibility of individual using non-prescription medicines. Dangers fo over-use and combining medicines.

SICKLE CELL ANEMIA. 1971. 8 pp. leaflet. 115A. 10 cents. Causes, symptoms, treatment, and prevention through genetic counseling; pointers for the patient and his family.

SMOKING AND HEALTH EXPERIMENTS, DEMONSTRATIONS AND EXHIBITS. Supt. of Documents. Gov't Printing Office. Washington, D. C. 20402. 1969. 21 pp. 20 cents. A guide to organizing and conducting experiments and demonstrations showing effects of smoking on human beings.

YOUR TEEN-AGER AND SMOKING. Leaflet. 15 cents. How to help a teenager stop smoking or keep him from beginning.

SOME QUESTIONS AND ANSWERS ABOUT CANNED FOODS. 1971. 2 pp. 079A. Free.

SOME QUESTIONS AND ANSWERS ABOUT FOOD ADDITIVES. 1971. 4 pp. 080A. Free.

SOME SUGGESTED ENVIRONMENTAL EDUCATION MATERIALS. 1972. 2 pp. 065A. Free. Brief annotated listing for teachers, suggests appropriate grade levels for each book.

SOME THINGS YOU CAN DO TO IMPROVE THE ENVIRONMENT. 1972. 066A. Free. Johnny Horizon fact sheets on ecology for children as well as adults.

STANDARDS FOR MEAT AND POULTRY PRODUCTS. 1972. 6 pp. 104A. Free. Minimum meat and poultry content for approximately 200 food products, (e.g. chili con carne, frozen dinners, frankfurters, etc.).

STORING PERISHABLE FOODS. 1971. 12 pp. 081A. 10 cents. Storage methods, times, and temperatures for maintaining quality.

TAR AND NICOTINE CONTENT OF CIGARETTES. 1971. Card. 118A. 10 cents.

TETANUS CAN BE TAMED. William-Frederick Press. 55 E. 86th St. New York, N. Y. 10028. 15 pp. 30 cents. Describes tetanus, its deadly effect on the human body, and preventive measures.

THERE'S MORE THAN CHOLESTEROL BEHIND HEART ATTACKS. Cowles Communications, Inc. 488 Madison Ave. New York, N. Y. 10022. 1971. 4 pp. 15 cents. Eating the wrong foods or faulty genes may cause fat to build up in an individual's bloodstream.

TIPS ON DRUG ABUSE PREVENTION FOR PARENTS OF A YOUNG CHILD. 1972. 13 pp. 028A. 10 cents.

TOYS BANNED BY THE FOOD AND DRUG ADMINISTRATION. 1972. 030A. Free.

TOY SAFETY. 1972. 24 pp. 029A. 45 cents.

VEGETABLES IN FAMILY MEALS. 1971. 32 pp. 097A. 20 cents. Nutritional importance, buying, storing, and using; includes recipes.

VENEREAL DISEASE: RESOURCE UNIT. (244-07372). American Assoc. for Health, Physical Education, and Recreation. 1201 16th St., N. W. Washington, D. C. 20036. 1967. 11 pp. 40 cents. Sets forth purposes and objectives for venereal disease education and includes suggested teacher-student references and activities. Sr. hi. level.

WASTE NOT, WANT NOT. 1972. 2 pp. leaflet. 067A. Free. What the consumer can do to help remedy the solid waste problem presented by packaging materials.

WATCH OUT FOR LEAD PAINT POISONING. 1971. 2 pp. 032A. 10 cents. Protecting the child from lead paint poisoning by eliminating hazards in the home.

WHAT I SHOULD KNOW ABOUT DENTISTRY AND MY PREGNANCY. Warner-Lambert Pharmaceutical Co. Lactonaroducts Div. 201 Tabor Rd. Morris Plains, N. J. 07950. 14 pp. 10 cents. Obstetrician, dentist, and artist collaborate to answer questions most asked by pregnant dental patients.

WHAT TO BUY IN CHILD RESTRAINT SYSTEMS. 1971. 16 pp. 031A. 20 cents. Selection of appropriate automobile safety restraint systems for a child according to age, height, and weight.

WHAT YOU SHOULD KNOW ABOUT VD AND WHY. (2454). Scholastic Book Services. 50 W. 44th St. New York, N. Y. 10036. 1967. 64 pp. 85 cents. A look at a disease of increasing concern among teen-agers.

WHY YOU SHOULD USE DENTAL FLOSS AND HOW TO USE IT. Johnson & Johnson. Consumer Services Dept. New Brunswick, N. J. 08903. 4 pp. Free. How dental floss is used in good oral hygiene.

WISE HOME BUYING. 1972. 32 pp. 140A. Free. Information on choosing a real estate broker, locating a house, checklist for inspecting an old house; how to finance a home.

WOOD-FRAME HOUSE CONSTRUCTION. 1970. 223 pp. 141A. $2.25. Comprehensive guide to selecting materials and constructing wood-frame houses; includes instructions for laying foundations.

YOU AND FOOD STAMPS/USTED Y ESTAMPILLAS PARA ALIMENTOS. 1970. 6 pp. leaflet. 082A. Free. Bilingual guide; who is eligible, how to apply for and use.

YOUR CHILD FROM 1 to 6. 1970. 98 pp. 034A. 20 cents.

YOUR CHILD FROM 6 to 12. 1970. 98 pp. 035A. 55 cents.

YOUR CHILD'S FIRST VISION EXAMINATION. American Optometric Assoc. 7000 Chippewa St. St. Louis, Mo. 63119. 10 pp. Single copy free. Some suggestions to help a child cooperate with the doctor and enjoy this first experience.

YOUR EYES AND HOW THEY FUNCTION. Bausch & Lomb, Inc. Rochester, N. Y. 14602. 23 pp. Single copy free to teachers. Pocket-sized booklet. Provides elementary facts about eyesight, eye function, defects, and corrections. Jr. and sr. hi. levels.

YOUR MONEY'S WORTH IN FOODS. 1970. 25 pp. 083A. 25 cents. Guides for budgeting, menu planning, and shopping for best values.

Fact Sheets. Washington, D. C.: Bureau of Narcotics and Dangerous Drugs, U. S. Government Printing Office, 1971.

Facts on Quacks--What You Should Know About Health Quackery, 1967. American Medical Association, Dept. of Investigation, 535 N. Dearborn St., Chicago, Illinois 60610.

Poison and You. Greenfield, Mass.: Channing L. Bete Co., Inc., 1973.

Public Affairs Pamphlets, 381 Park Avenue, S., New York, N. Y. 10016.
25 cents each: 389. Medicare--Social Security.
372. Your Health Is Your Business.
368. How to Get Good Medical Care.

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